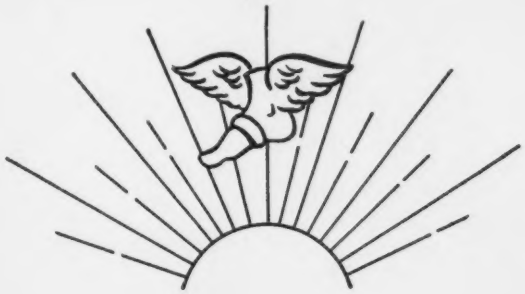
VOL. 18 · NO. 3
OCTOBER 1961

The Physical Educator

A MAGAZINE FOR THE PROFESSION



PUBLISHED BY PHI EPSILON KAPPA FRATERNITY

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

The Physical Educator

The official publication of Phi Epsilon Kappa Fraternity. Affiliated with the American Association for Health, Physical Education, and Recreation.

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Members of Phi Epsilon Kappa in good standing will receive each quarterly issue of the PHYSICAL EDUCATOR. All others, men and women, may subscribe to the magazine for $2.00 per year. Publication dates are March first, May first, October first, and December first.

The PHYSICAL EDUCATOR will consider manuscripts in the areas of health, physical education, recreation and safety, as well as pertinent articles in related fields. These should be double-spaced, well-illustrated wherever possible, and brief. All manuscripts will be read by one or more members of the Editorial Board before any dicision is made. Any rejected manuscript and all photographs and cuts will be returned to the sender as soon as possible.

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The Physical Educator

of

Phi Epsilon Kappa

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912. Single copies and back copies are 60 cents. ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. Linwood Avenue, Indianapolis 18, Indiana.

In the Editor's Corner

Our guest editor is Dr. Damron who is professor and director of the Safety Program for Education and Extension at the University of Wisconsin

Safety Education, A Sound Investment

FROM WHERE I sit, it seems to me that a good investment possibility is going untapped. If, by some mercenary magic, I could demand payment—X value—for each life that could be saved and for each accidental injury that could be prevented, I can think of no better investment than education for safe living.

What, for example, has been the percentage return on the investment of about $40 per pupil that some schools have grudgingly put into driver education? In a day when the smallest of traffic accidents usually exceeds the $50 deductable clause of insurance policies, arm chair logic leads me to the conclusion that if the $40 per pupil prevents only one accident over the driving lifetime of each pupil, the return has already exceeded the conservative corporate 6 per cent. And this on purely material grounds—the value of the human resource preserved is not included.

Is such a position defensible? Yes; insurance statistics and research studies will show beyond question that the aggregate of accidents of driver education course graduates is far lower than the aggregate of drivers who have not received the benefits of the course. Insurance companies proceed from the principle that measurable risk is an insurable risk and a majority of them grant reduced premiums to such graduates.

Less measurable, but certainly of no less importance, are the accidents prevented by the now meager instruction in non-traffic safety areas such as industry, home, recreation, and agriculture.

And the point which cries for understanding is that such an investment is not only desirable and badly needed, but highly feasible. Safety education lends itself without risk to social investment. This is not always true of individual material investment.

We can borrow a lesson from a group of Americans which perhaps above all others is investment-minded, the mass production industrialist. Certainly nowhere else in the world is there a group so noted for hard-headed efficiency, nowhere else is there a group more concerned about a narrow profit margin. But walk around the typical American factory and notice the high degree of safety awareness, the hyper-attention to safety detail accorded by all levels of the factory staff. Here safety is no "frill subject," no "avoidable expense." In the American factory, safety is a coldly calculated investment. It is an investment from which the investor expects—and certainly gets—a dollars and cents return.

Going from the economic hypothesis that the wealth of a society is in its resources, natural and human, the conviction is inescapable that an investment in human resource conservation is of paramount importance. Would it not be wiser to invest more in preserving human lives than to invest in the conservation of material things?

The vehicle for the investment is present—in the American education system—and the expenditures have but to be made. The mechanics would be the integration of safety education as a full-dress subject at all levels of public instruction. In twelve years, we will have provided a high school graduate who is so drilled in good safety knowledges, habits, and skills that intelligent decisions and judgments for safe living are habituated.

And the return of the investment? Think for a moment of the dollars and lives we could save if we could put 50 million such "safety graduates" into the nation's factories, 40 million on the farms, 70 million on the highways, or 100 million in the homes of America.

But, like all other investments, safety education must be sold. Historical industry perspective shows that even the factory did not make the safety investment until it was "sold" on it. Fifty years ago American workers labored under conditions that would appall their grandsons today. It took a lot of selling by many people to convince management that there was an economic and social incentive for safety investment.

Like the industrial manager of 1900, the American public is very economically minded. It will invest in a good cause if it knows about it. The investment must be made by everyone, one way or another, and the persons best qualified—educators of America—are the brokers to handle the investment. How much time, energy, and money have you invested? Those who have done so will tell you that the interest rate is exceptionally high in adventuresome living—for a long time.

C. Frazier Damron

Keys to Advancement In Physical Education*

S. C. Staley

REVIEWING THE HISTORY of physical education in the United States one notes that, time and again, the program, in whole or in part, was subjected to critical examination and that, sometimes, the findings lead to advancement. It is equally clear that, in keeping with the pace of educational advancement in general, the pace of advancement was intermittent and slow. Recent events (the population explosion, the threats of communism, the thrust towards political independence in Africa, the onset of the space age, tremendous scientific advances, great technological developments, and others), however, have produced new urgencies for action.

All studies of trends suggest that the subjects traditionally included in the field called physical education (sport, dance, exercise), important in the past, may be even more important in the future. The responsibilities of professional workers in this field, in consequence, promise to be even greater in the years ahead than in those past. These positions lead to the conclusion that physical educators are faced with a pressing need to, once again, re-examine the program to the end of making further advancements. The present paper is offered as a contribution in these directions.

In this field, as in all other comparable fields, there are several kinds of institutional programs (school, Y.M.C.A., etc.), several levels of programs (University, High School, etc.), and several components in each program (faculties, students, curricula, facilities, equipment, etc.); and, of course, improvement is possible and desirable in all. Since, however, Universities are expected to provide leadership in advancement, and faculties constitute the central component in the matter, the present paper will be confined to this level program and centered in these personnel.

There are, of course, many aspects of the faculty component and many ways of dealing with the subject of advancement. In the present instance the plan is to approach the project through comparing University Department of Physical Education faculties with other University Department faculties in two regards—education and perspective. In support of this approach it may be noted that University Departments of Physical Education exist as equals of other University Departments and, as such, have equal responsibilities in matters considered important in University circles; and, in these circles, the amount, kind, and quality of formal education and the professional perspective of faculty members are certainly considered important.

Our discussion, to a very considerable extent, will revolve around four tables, of which, one (II) is a factual, two (I and III) are estimates made by the writer, and one (IV) is a compilation of evaluations made by fifteen individuals. The data included in tables II and IV apply to the Urbana campus of the University of Illinois. It may be argued, of course, that the materials presented in all tables are too limited and/or too unreliable to provide a basis for drawing solid conclusions. In their defense, however, it may be said that they were provided by experienced individuals and may be accepted as being reasonably representative and reasonably accurate. They are, in other words, adequate to the present need.

The figures presented in all tables include, or are assumed to include, full-time faculty members of all ranks. However, it needs to be explained that, in keeping with common knowledge, it is also assumed that approximately 90% are employed in one department (e.g. Brown, Dept. of Mathematics, 100%), and 100% in two departments (e.g. Smith, Dept. of Electrical Engineering, 50%, Dept. of Physics, 50%; Jones, Dept. of Physical Education for Men, 25%, Dept. of Intercollegiate Athletics, 75%). The figures presented in Table I are extrapolations of figures established by the writer in an earlier study. All percentages were terminated at the first figure beyond the decimal point.

Education. We will now turn to our first consideration; comparing the educational background of University Department of Physical Education faculty members with that of other University Department faculty members.

University officials assume that, apart from the factors of subject matter and quality, competence correlates with the quantity of formal educational experience and, in fulfillment of this assumption, conduct three levels of educational programs leading to three levels of degrees: Bachelors, Masters, Doctors. To complete the degree story it must be added that, in some subject matter fields, each of these levels includes two kinds of degrees: Liberal and/or research degrees (B.S., B.A.; M.S., M.A.; Ph.D) and professional degrees (e.g., B.M., Bachelor of Music; M.B.A., Master of Business Administration; Ed.D., Doctor of Education). In consequence, when making appointments and giving rank and salary advancements, Department administrators are disposed

*This paper is a slight revision of an address presented at the Deans meeting held during the AAHPER conference in Atlantic City, New Jersey, April 23, 1961.

to favor personnel holding the higher degrees, generally the Doctors degree, but even more particularly the Ph.D. degree. And, as a correlate, the percentage of personnel of this caliber employed by a Department is considered to be a major measure of departmental stature and competence.

The question thus arises, how, in this regard, do Departments of Physical Education compare with other University Departments? Tables I, II, relate to the question.

TABLE I. ESTIMATE OF HIGHEST DEGREES HELD BY 7,000 FULL-TIME MEN & WOMEN PHYSICAL EDUCATION FACULTY MEMBERS EMPLOYED IN 800 AMERICAN FOUR-YEAR COLLEGES AND UNIVERSITIES IN 1960.

Categories	Number	%
Ph.D.	225	3.2
Ed.D.	675	9.2
P.E.D.	60	.8
M.A., M.S.	4100	58.5
M.Ed.	500	7.1
B.S., B.A.	1400	20.0
Other	20	.3
None	20	.3
Total	7000	

TABLE II. HIGHEST DEGREES HELD BY FULL-TIME FACULTY MEMBERS OF 16 REPRESENTATIVE UNIVERSITY OF ILLINOIS, URBANA CAMPUS, EDUCATIONAL DEPARTMENTS, FIRST SEMESTER 1960-61.

	Ph.D. Degrees	% of Total	Doctors Profess. Degrees	M.S.&M.A. Degrees	Masters Profess. Degrees	B.S.&B.A. Degrees	Total
Accountancy	17	73.9	D.r.r. 1	5		0	23
Agronomy	46	76.6		7		7	60
Chemistry & Chem. Eng.	57	96.6	D.Eng. 1	1		0	59
Education	35	64.8	Ed.D. 14	4		1	54
Electrical Engineering	42	68.7	Ag.S.M. 1 D.E.E. 1	17		0	61
German	12	75.0		3		1	16
Home Econ.	11	21.1	Ed.D. 1	33	M.M. 1	6	52
Horticulture	21	63.6		10		2	33
Mathematics	58	96.6	Ed.D. 1	1		0	60
Management	9	75.0		2	M.B.A. 1	0	12
Marketing	11	91.6		1		0	12
Mining & Metallurgical Eng.	12	60.0	D.Sc. 2 D.Eng. 1 Dip.Eng. 1	3		1	20
Music	9	12.8	Ed.D. 3 D.M. 1 D.M.A. 1	13	M.M. 25 M.M.E. 1	3	70*
Philosophy	12	100.0		0		0	12
Physiology	12	92.3		1		0	13
Phys. Ed. for men	6	13.9	Ed.D. 2	17	M.Ed. 3	15	43
Total	370	61.6	31	118	31	36	600

*The Music Department employs 14 individuals not included in the listed categories, as follows: Bachelors professional degrees, B.M., 7; no degrees, 7.

The items found in Tables I, II, which have significance for the present study are presented briefly below.

Table I shows that, of 7000 persons employed in University Departments of Physical Education in the country as a whole, 225 or 3.2% hold this degree. There are no comparable figures for other University departmental groups, but common knowledge suggests that the percentage for most, if not all, is substantially higher.

The percentages presented in Table II, in all probability, give a fair picture of the comparative situation. Here we find that, of the 16 Departments covered, the Department of Physical Education for Men has next to the lowest percentage of personnel holding a Ph.D. degree (13.9%). Or, to put the matter differently, the percentage of these personnel employed by this Department (13.9%) is substantially lower than the percentage for the combined Departments (61.6%).

Table I shows that Departments of Physical Education employ a considerable number of faculty members holding professional degrees. For the whole group, as shown in Table I, the figures are: Ed.D., 675 or 9.2% P.E.D., 60 or 0.8%; total of both groups, 735 or 10.5%. Again, we do not have comparable data for other departmental groups; however, the figures presented in Table II are revealing. Here we see that, of the total group of 401 holding Doctors degrees, 370 or 92.2% hold Ph.D. degrees and 31 or 7.7% hold professional degrees. In other words, excepting the Departments of Education and Physical Education most departments employ very few faculty members holding professional Doctors degrees. (The Departments of Law and Veterinary Medicine are other exceptions.)

But this tells only part of the story. Attention is called to the fact that the Ed.D. is a professional degree in Education, not in Physical Education. The degree is offered by Colleges of Education to students who specialize in particular aspects of Education (administration, guidance, etc.) or particular subjects, in this case Physical Education. The point of significance here is that Departments of Physical Education are not only somewhat unique in employing faculty members with this type of education but quite alone in employing them in large numbers. This is evidenced in three ways:

First, Table I shows that, of the total group of 7000, 675 or 9.2% hold Ed.D. degrees; or, looking at the matter differently, of the 960 individuals holding Doctors degrees, 675 or 70.0% hold the Ed.D. degree. *Second,* of 100 educational Departments and Divisions listed in the first semester 1960-61 University of Illinois time table, there are,

other than Education, only eight that employ personnel holding the Ed.D. degree: Art, 1; Health and Safety Education, 4; Home Economics, 1; Library Science, 2; Mathematics, 1; Music, 5; Physical Education for Men, 2; Physical Education for Women, 1; (Education is excluded because in this Department the degree is appropriate.) *Third,* nationally, and here we speak from common knowledge, of the total list of established University Departments, there are, other than Education, only two that employ an appreciable number of personnel holding this degree: Physical Education for Men and Physical Education for Women.

This pattern also exists at the Masters degree level. As Table I indicates, the M.Ed. degree, which, like the Ed.D., is a professional degree in Education, not in Physical Education, is the top degree held by a good percentage of Department of Physical Education (men and women) faculty members. The figures are as follows: Of the total group of 7000, 500 or 7.1% hold this degree; or, to use a different approach, of the 4600 holding Masters degrees, 500 or 10.8% hold this degree. We have no figures for other departmental groups, but here again common knowledge suggests that none employs a comparable percentage of such personnel.

Not shown in any table but pertinent to the subject of education is the fact that, of the total group of 7,000 University Department of Physical Education full-time faculty members, over 90% at one, two, or three stages in their educational careers (Bachelor, Master, Doctor) were enrolled in College of Education, Department of Education, or Teacher Education programs. As a matter of fact, in addition to all Ed.D. and M.Ed. degrees, which of course were secured from Colleges of Education, the great majority of Ph.D. degrees, M.A. and M.S. degrees, and B.A. and B.S. degrees held by these personnel were secured from these same administrative units. This stems from the fact that in the great majority of institutions professional preparation in Physical Education is carried on within the framework of this unit.

One other matter related to the subject of immediate concern is that, while the professional education offered by most University Departments devote all or most of their alloted time to subject matter and, conversely, little or no time to pedagogical matters (patterns of organization, techniques of supervision, designs in curriculum construction, methods of teaching, etc.), the professional education programs offered by Department of Physical Education, in contrast, devote relatively less time to the first and relatively more time to the second.

The situation which exists here may be illustrated by a brief report of conditions on the Urbana campus of University of Illinois. Of the 100 Departments or Divisions offering Educational programs, 72 offer no courses which include pedagogical materials. The only departments or divisions which offer such courses are the 28 which conduct teacher education programs. Of special import, however, is the fact that, as the following representative samples show, the Department of Physical Education for Men offers a much higher percentage of such courses than any other Department. (Courses include those open to undergraduate majors as listed in the 1960-61 catalogue. Pedagogical data are taken from reports on file in the office of the Council on Teacher Education.)

Art: 119 courses; three devote time (25%, 25%, 75%) to pedagogical matters. English: 75 courses; one devotes time (25%) to pedagogical matters. German: 25 courses; one devotes time (75%) to pedagogical matters. Industrial Education: 18 courses; two devote time (25%, 25%) to pedagogical matters. Mathematics: 68 courses; three devote time (25%, 50%, 50%) to pedagogical matters Physical Education for Men: 22 courses; 20 devote time to pedagogical matters, with time allowances ranging from 25% to 75%; of the total amount of time devoted to these courses, roughly one third is devoted to pedagogical matters.

Perspective. Let us now turn to our second consideration; comparing the professional perspective (outlook, interest, activity) of University Department of Physical Education faculty members with other University Department faculty members.

Traditionally and currently, Universities are conceived as serving three basic functions—teaching, research, and public service. The point of significance here is that while teaching and public service are of unquestioned importance in these institutions, research, pointed at the discovery of new knowledge, constitutes their unique function. It will be remembered that new knowledge, in the form of new facts, new understandings, new ideas, new formula, new technics, new designs, new devises, new materials, and the like, constitute the basis for human advancement. In University circles this function is carried on by three broad categories of personnel; scientists, who work in laboratories or in the field; scholars who work in libraries or with literature; and creators who might work anywhere. Examples of the latter are musicians who compose symphonies, artists who paint pictures, writers who write fictional literature, and inventors who design machines.

This research function is so important that in most University Departments potential or demonstrated capacity to do research constitutes a primary factor in appointing and advancing faculty members, particularly in the tenure ranks. The importance attached to

this matter is further demonstrated by the fact that, in evaluating Departments the quality and quantity of such personnel constitute a major consideration. The question thus arises, To what extent are University Departments of Physical Education serving this function? One way of approaching an answer consists of making comparison of the number of scientists, scholars and creators employed in this Department with the numbers employed in other Departments. The data in Tables III and IV, while in no sense conclusive, may be considered indicative of the general situation.

The materials presented in Table IV were secured by the writer from 15 representative University of Illinois Department Heads, as listed. The procedure followed in collecting the data consisted of conferring with each Head for from 30 to 60 minutes, in the course of which the purpose and nature of the project was explained and discussed. The subject of categories was reviewed in some detail; each Head, however, was asked to establish his own categories. It was assumed that most individuals engage in two or three types of activity (e.g., scientific research and teaching; scholarly research, administration, and teaching). The basis of categorization, however, was to be the individual's major orientation as evidenced by his behavior.

TABLE III. APPRAISAL OF THE PROFESSIONAL PERSPECTIVE (OUTLOOK, INTEREST, ACTIVITY) OF FULL-TIME PHYSICAL EDUCATION FACULTY MEMBERS EMPLOYED IN 800 AMERICAN FOUR-YEAR COLLEGES AND UNIVERSITIES.

Categories	Estimated Number	%
Scientist (laboratory & field research)	100	1.4
Scholar (library & literature research)	40	.5
Creators (choreographer, designer, inventor, etc.)	20	.2
Administrator (supervisor, advisor, promoter, etc.)	1600	22.9
Teacher (theory classes)	900	12.9
Teacher (activity classes)	1200	17.1
Coach (baseball, dance, swimming, etc.)	3000	42.9
Other (trainer, etc.)	140	2.0
Total	7000	

The main points to be noted in connection with Tables III and IV are presented briefly below.

Table III indicates that, of the 7000 faculty members currently employed by University Departments of Physical Education, 100 or 1.4%, are scientists, 40 or .5% are scholars, and 20 or .2% are creators, or 160 or 2.2%. Once again we have no comparable data for other department groups so we have no concrete basis for camparison. The only observation to be made is that at the University level for the country as a whole the percentage of research oriented personnel is small.

TABLE IV. APPRAISAL OF THE PROFESSIONAL PERSPECTIVE (OUTLOOK, INTEREST, ACTIVITY) OF FULL-TIME FACULTY MEMBERS OF FIFTEEN UNIVERSITY OF ILLINOIS, URBANA CAMPUS, EDUCATIONAL DEPARTMENTS.

Aeronautical Eng.		
Scientist (research oriented)	2) 9)	11-100%*
Engineer		
Total	11	
Architecture		
Research Scholar	8)	
Creative Designer	22)	30-73.6%*
Administrator	2	
Teacher	9	
Total	41	
Art		
Scholar	2)	
Creator (artist, designer)	28)	30-63.8%*
Administrator	1	
Teacher	16	
Total	47	
Botany		
Scientist	15)	15-100%*
Total	15	
Dairy Science		
Scientist	9)	9-42.8%*
Administrator	2	
Teacher	3	
Activity Teacher	2	
Extension Teacher	5	
Total	21	
Economics		
Scientist	13)	
Scholar	8)	21-58.3%*
Administrator	3	
Teacher	12	
Total	36	
Finance		
Scholar	6)	6-50%*
Administrator	1	
Teacher	5	
Total	12	
Geology		
Scientist	9)	
Scholar	3)	12-66.6%*
Administrator	3	
Teacher (theory)	3	
Total	18	
History		
Scholar Research (primary)	11)	
Research (partly)	6)	17-68.0%*
Administrator	2	
Teacher (res. secondary	6)	
Total	25	
Mech. and Indust. Engin.		
Scientist	12	
Scholar	14)	26-47.2%
Administrator	3	
Teacher	26	
Total	55	
Phys. Ed. for Men		
Scientist	3)	
Scholar	2)	5-11.6%*
Administrator	3	
Teacher (theory)	4	
Teacher (activity)	9	
Coach	22	
Total	43	
Political Science		
Research Scientist	5)	
Research Scholar	7)	12-85.7%*
Teacher	2	
Total	14	
Psychology		
Research oriented	29)	
Scholarship oriental	3)	32-84.2%
Service oriented	3	
Teaching oriented	3	
Total	38	
Speech		
Scientist	5)	
Scholar	5)	10-27.7%*
Administrator	1	
Teacher (theory)	20	
Teacher (clinic)	5	
Total	36	
Spanish		
Scientist	1)	
Scholar	9)	10-83.3%*
Teacher	2	
Total	12	

Totals for 15 Depts.	
Scient., Schol., Creator	246-58.0%
Admin. Teacher, Coach	178-41.9%
Total	424

*Number and percentage of each department faculty judged to be scientists, scholars, or creators.

The data presented in Table IV, however, provides a basis for comparison. Here we find that, of the 15 Departments covered, the Department of Physical Education for Men employs a smaller percentage of scientist—scholar—creator personnel than any other department. The figure for this group is 11.6%; next smallest is Speech with 27.7%; largest are Aeronautical Engineering and Botany each with 100%. A comparison of the percentage for the Department of Physical Education for Men (11.6%) with the percentage for the whole group (58.0% presents another sidelight on the general situation.

Keys to Advancement. The above materials present certain information regarding the educational background and professional perspective of University physical education personnel. The question now rises, What changes should be made in these matters that will contribute to advancement? The following are considered to be of key importance.

1. Increase the percentage of personnel holding the Ph.D. degree.

In support of this proposal it may be noted that University administrators, having accepted research as a major responsibility and having established the Ph.D. as a research degree, are disposed to favor the appointment and retention of faculty members holding this degree. These principles and practices have become established to the point where the Ph.D. is not only recognized as the preferred degree but also to the point where the percentage of such personnel constitute a symbol of Departmental stature and status. Reference is now made to Table I which shows that, for the country as a whole, only a small percentage (225 or 3.2%) of University physical education personnel hold the Ph.D. degree, and Table II which shows that, with the exception of Music (12.8%), the percentage for this group (13.9%) is smaller than for all other comparable groups, and further that it is much smaller than the average for all groups (61.3%). It only follows that, from the standpoints of responsibility, stature, and status Departments of Physical Education should employ more Ph.D. degree personnel.

2. Reduce the percentage of personnel holding the professional Ed.D. degree.

Reference is made to Table I where we find that, of the 960 faculty members holding Doctors degrees, 700 or 69.3% hold the Ed.D. degree. In other words, two out of three physical education faculty members holding Doctors degrees hold the Ed.D. degree. This condition obtains because, until very recently, the only Doctor level educational program generally open to students in physical education was a special program offered by Colleges of Education and this, most commonly, was associated with the Ed.D. degree.

The fact remains, however, that this program, pointed as it is at educating administrators and teachers, not researchers, is comprised of (a) professional education courses which for the most part include only limited amounts of physical education content, and (b) physical education courses which for the most part are little more than hybrid professional education courses. The point of importance here is that these programs are not geared to developing either researchers (scientists, scholars, or creators) or subject matter specialists in the field of physical education (or, more precisely, subject matter specialists in the fields of sport, dance, and exercise), and thus do not educate the kind of personnel needed to induce basic subject matter advancement.

3. Restrict the percentage of personnel holding the professional P.E.D. degree.

As Table I indicates, of the 960 faculty members holding Doctors degrees, 60 or 6.3% hold the P.E.D. degree. In terms of totals this is not a large percentage. Nonetheless, in this matter as in others, it is best to be guided by policies followed by the older and more securely established Departments. There are no nation-wide studies covering the topic, but conditions obtaining on the Urbana campus of the University of Illinois may be considered reasonably representative. Here we find that, at the Doctors level, professional degrees are accepted as standard in only three out of a total of 100 educational Departments and Divisions: Law, J.D.; Veterinary Medicine, V.M.D.; Education, Ed.D. As Table II indicates, some other Departments employ personnel holding professional degrees, but the number of Departments doing so is limited and the number of personnel employed is small. Of the 15 departments other than Education included in the study, only eight employ personnel holding this type of degree and these employ a total of only 17 or 5.3% of a total of 318 holding Doctors Degrees.

Incidentally it is interesting that, of the 49 individuals holding Doctors degrees in the Department of Education, 35 or 71.4% hold the Ph.D. degree, 14 or 28.5% hold the Ed.D. One must assume that here too, the research degree is preferred to the professional degree.

4. Increase the percentage of faculty members oriented to scientific, scholarly, or creative activity.

In physical education, as in all other professional fields, advancement to a very large extent depends on securing new and better facts and new and better ideas. And, as experience has shown, scientists, scholars, and creators, trained in the technics of research, are uniquely equipped to do the work necessary to uncovering these outreaching facts and ideas. As it happened, however, the horizons of the unknown seem limitless and the time required to press them back seems endless. In any event it is axiomatic that, here as elsewhere, progress relates to the number and capability of the personnel engaged in the search. If we take the position that the subject matter of the Department of Physical Education (sport, dance, exercise) is as important as the subject matter of other Departments, and accept the thesis that the need for advancing knowledge in these subjects is as great as in other departmental subjects, it logically follows that the Department of Physical Education's efforts in this direction should be comparable to those made by other Departments.

Referring now to Table III we find that nationwide, University Departments of Physical Education employ only a small percentage (2.2%) of scientists, scholars, and creators. Then, referring to Table IV, we find that at the University of Illinois this Department employs a much smaller percentage (11.6%) of these kinds of personnel than the percentage (58.0%) for the group of Departments covered. These observations lead to the conclusion that if the Department of Physical Education is to meet its research responsibility equally with other Departments it must increase its ratio of scientific, scholarly, and creative personnel.

5. Replace some of the personnel oriented to administration with personnel who are oriented to research and administration.

As shown in Table III, nationally, a high percentage of Department of Physical Education personnel (1600 or 22.9%) are classed as administrators. This stems from the fact that in addition to the administrative responsibilities normally associated with operating a department (administering the budget, employing faculty and staff, supervising curricula, etc.) the Department of Physical Education is also charged with administering a number of other special programs, notably conducting programs in varsity athletics, intramural sports, and faculty sports, and supervising the use and maintenance of a variety of sport facilities and equipment. These responsi-

bilities require administrative personnel—more than any other University Department.

The point of significance here, however, is the fact that the great majority of these personnel look upon administration as a matter of primary if not solitary concern, whereas, in contrast, many of those serving in this capacity in other Departments consider it to be only a co-equal or secondary concern, the other concerns being research and/or teaching. The accompanying tables present no data supporting this statement. It can be said however that the first part is supported by common knowledge, the second part was made clear by the thirty Department Heads interviewed in the study. For example, it will be noted in Table IV that two Departments list no administrators; the Heads in each case listed themselves as active researchers. Eleven others in this group placed themselves in this category; those listed as administrators are subordinates who liked service. Other sidelights were: several heads did not want the office but had accepted only with a clear-cut understanding that they could continue with their research studies. Four had personal research laboratories.

The above facts lead to the conclusion that, since those serving as administrators in other Departments give clear evidence that research and administration are neither antagonistic nor mutually exclusive, Departments of Physical Education might advisedly adopt a policy of replacing some of its administrative personnel who are oriented exclusively or largely to service with personnel who are at least coequally oriented to research and service. Departments, in adopting such a policy, not only would provide the leadership essential to advancing the profession but to improving its own image both on the campus and to the world at large.

6. Replace some of the personnel whose perspective is limited to teaching with personnel whose perspective includes both research and teaching.

A glance at Table III indicates that, of the 7000 University physical education faculty members included in the study, 2100 or 30% are categorized as teachers. Table IV, including data on this subject for 15 departments at the University of Illinois, provides a basis for comparison. Here we find that 30.2% of the Department of Physical Education for Men faculty are classed as teachers. Six Departments have higher percentages: Speech, 69.4%; Dairy Science, 47.6%; Mechanical and Industrial Engineering, 47.2%; Finance, 45.4%; Art 34%; Economics, 33.3%; Eight Departments have lower percentages: History, 24.0%; Architecture, 21.9%; Geology, 16.6%; Spanish, 16.6%; Political Science, 14.2%; Psychology, 7.9%; Aeronautical Engineering, 0.0%; Botany, 0.0%. The figure for the total group is 29.9%.

The point of significance in the above report, of course, is that, nationwide, University Departments of Physical Education employ a relatively high percentage of personnel whose perpective is limited to teaching. Three out of ten fall in this category. It is true that this figure compares favorably with the average for other departments but because of the large numbers of administrators and coaches employed in departments of Physical Education it does not present a true picture of the overall situation. It must be remembered that the advancement of knowledge is a fundamental responsibility of all University departments and any department which does not make a major effort in this direction is failing in its mission. The existing situation can be improved by replacing personnel who are oriented exclusively to teaching with personnel who are oriented to research and teaching. The way to implement such a program is for administrators to make it clear that research production is geared to appointment and advancement.

In this connection it seems desirable to make one further comment. Faculty members who are oriented exclusively to teaching defend their position with two major arguments: (1) *Anyone who does a good job of teaching does not have time for research.* (2) *Anyone who does research does not have time for or interest in doing a good job of teaching.* These arguments carry the implication that no one can do a good job in both fields of activity. This, of course, is refuted by the fact that more than half of the full time faculty at the University of Illinois participate in both fields and, so far as can be determined, most do a satisfactory job in both. The oft-repeated remark that researchers are not good teachers is contradicted by existing evidence. Realistically, there are good grounds for taking the opposite position, that, in the main, teachers who do research are better teachers than they would be if they did no research and better than those who do no research.

7. Replace some of the personnel oriented as technician-coaches with personnel oriented as research-coaches.

The figures presented in Table III indicate that, nationwide, University Departments of Physical Education employ a large percentage of coaching personnel. Of the 7000 persons included in the estimated total, 3000 or 42.9% are classed in this category. The figures presented in Table IV covering the University of Illinois tell a similar story. Here, of the 43 faculty members in this Department 22 or 51.1% are classed as coaches. Furthermore, and this is of particular importance, few other Departments employ this type of personnel. On this campus, the Departments of Speech (including Theater) and Music, constitutes the only exception.

This coaching personnel situation derives from the fact that in American Universities it is a standard practice to sponsor institutional athletic sport teams and to employ personnel to coach them. Due to the fact that sport is a basic concern of Departments of Physical Education these personnel are commonly appointed members of this faculty. As it happens, however, the chief criterion for selecting and promoting these individuals is competency in coaching particular sports, not degrees in higher education and not competency in research. In consequence, many of these personnel not only have very limited qualifications for carrying on scientific, scholarly, and creative work, but because of their unique and special status, have little incentive to do so.

There is, however, every reason to believe that this situation can be improved. The sports included in the intercollegiate sports program offer many opportunities for research. Illustrations are: studies of sport performance techniques; studies of sport injuries; studies of the physical, physiological, phychological, and social aspects of sports; studies of sport rules; studies of sport officiating; studies in learning sports; and studies of the history of sport. Moreover, it is to be assumed that University coaches, like all other University faculty members, have a responsibility for advancing their own areas of interest and activity. The existing situation can be improved, thus, if administrators made it clear that coaches have this responsibility and, in part at least, relate research capability and production to selection and promotion.

Physical Education and Its Relation to General Education

Jack R. Leighton

ACCORDING TO WEBSTER education is the act of educating; the discipline of the mind or character through study or instruction. Physical, in our area, refers to that of, or pertaining to, the body, and physical education to education in its application to the development and care of the body. This leads us to two aspects of physical education previously referred to by McCloy[1] and Williams[2]; i.e., education of the physical and education through the physical.

In looking at physical education as education of the physical, we encounter physical education's unique contribution to the total education picture; i.e., here we have a specific area, a field of knowledge that fits into the total education picture the lack of which would create a void in the educational program. For instance, in 1860 Herbert Spencer[3] listed five educational objectives; the first self-preservation, and the fifth, activities which make up the leisure part of life, have definite implications for physical education; number one particularly in terms of health and physical fitness implies this aspect of education of the physical. In 1918 the report of the Commission on Reorganization of Secondary Education of the National Education Association[4] listed what it called the "seven cardinal principles of education." The first of these was health; again pointing up the aspect of education of the physical. In 1924 Bobbitt[5] analyzed human activities for curriculum building purposes and brought forth a tenfold classification of activities. Number two of these, health (physical fitness), again points out this aspect of education of the physical. In 1938 the Educational Policies Commission[6] listed four large groups of objectives. The first group contains the objectives of Self-Realization. The objectives of health knowledge, health habits, public health, and recreation have particular connotations for the field of physical education. Under recreation, the Commission states: "The development of physical skills, strength, and agility necessary for participation in a variety of wholesome games and sports is an important aspect of education." This statement need not have left off with participation in sports and games as these and other physical qualities are necessary for the conduct of one's own life's pursuits which require the possession of such qualities for optimum performance.

It is, therefore, in this area of physical fitness that the field of physical education makes its unique contribution. Physical fitness implies the possession by an individual of sufficient muscular strength, endurance, flexibility, coordination, balance, speed, relaxation and body symmetry necessary for the performance of all vocational, avocational and recreational skills with a minimum of effort. These qualities are not developed through mere hit and miss activity participation but require the scientific application of specific activities to the individual student. Evidence of the relationship of this type of activity to health is found in the medical field. During World War II it was found that patients were discharged from hospitals sooner and the frequency of readmissions less for those who were given specific exercises during their hospital stay. The evidence was so strong in favor of this type of treatment that in 1947 a new specialty, Physical Medicine, was established.

It must be remembered that man is a biological organism[7], that the first change, i.e., the primary radiation in the development of man was a physical change and this change took place in the pelvic girdle. The pelvis became more basin-shaped and the gluteus maximus muscle became an extensor instead of an abductor. This provided man with upright posture and a powerful extension to his lower limbs giving him bipedal locomotion. Secondary changes in the legs, feet, chest cavity, clavicle and skull followed. The development of his upper extremities followed along the same lines as those of the anthropoids. Changes in brain size and complexity followed at a later date. These developmental changes point to the fact that since man is a biological animal he needs activity for good health and for survival. Up until the time of the industrial revolution he received much of his needed activity through physical work. However, in our present civilization with automobiles, push button appliances, etc. he is more in need of physical education activity than ever before. It is the only source of physical activity available for a majority of the people.

Along with physical development and fitness, physical education makes a positive contribution to good mental health. Emotional tensions are reduced through physical activity. Again, this practice is used in hospitals in the treatment of neuro-psychiatric patients. It is handled by departments of corrective and recreational therapy. The activities used are the same as those found in a good physical education program.

While here in the United States we may lead the world in development of some areas, we seem to be woefully lacking in the care of our own physical bodies which in turn handicaps our efforts in other educational, vocational and recreational endeavors. This was pointed out in a recent study by Kraus and

Hirschland[8]. Orthopedic tests of minimal physical fitness were administrated to American and European youths with the following results: 57.9% of the American Youths failed these *minimal* tests while only 8.7% of the European youths failed. A large number of these failures were in the area of flexibility which Dr. Kraus relates to tensions. Commenting on this, Kelly[9] reported the results of a recent study at West Point which showed that 50 percent of all "crack-ups" and "bust-outs" occurred among the 14 percent of cadets with the poorest physical fitness records. Few difficulties of this kind appeared among cadets with top physical ratings. Flexibility, however, is also related to movement patterns and when one compares the range of movement for hip flexion and extension for 16-year-old boys, which is 55.5 degrees, to that of varsity and champion athletes, which ranges from 97.2 degrees to 126.0 degrees depending upon the particular sport, one can see a definite need for activity[10, 11]. A man would never dream of driving his car with the brake on, resisting the pull of the motor; however he thinks nothing of his lack of hip flexibility that puts a brake on his locomotion by reducing the length of his stride and causing him to work against the pull of his shortened muscles.

The results of a more recent study released by the office of the State Superintendent of Public Instruction, Olympia, Washington[12], indicates that there has been a decline in the physical fitness of youth over the past 12 years. On the average, boys perform 3 fewer chins, jump 4½ inches less in the jump reach, perform 1¾ less squat-thrust movements in a period of ten seconds and 2½ movements less in the period of one minute than did their counterparts of twelve years ago.

Also of importance here is the fact that while life expectancy at birth in this country is higher than in any other nation in the world; life expectancy at the age of 40 is less than it is in 15 other countries[13]. The high life expectancy at birth is due to our great medical progress in the area of lessened infant mortality and the control of childhood diseases. The lowered period of life expectancy at the age of 40 might well be due to a lack of physical activity with a resultant deterioration in body health during these middle age years. It has been reported[14] one out of every seven persons in Sweden is a member of an athletic club. Compare this to our own country. The need for physical education and fitness in the United States is great.

Clarke[15] in an address to the Oregon Medical Society listed other studies pointing up the benefits of being physically fit:

1. Bones show marked changes in the amount of calcium phosphate and calcium carbonate as related to the degree of training. The number of active capillaries in trained muscles range from 40 to 100 times the number in untrained muscles. Two to three times as much hemoglobin has been found in the muscles of active dogs as in the muscles of inactive ones. The resting body consumes approximately 250 cc of oxygen per minute; in championship performances, oxygen consumption has reached 5000 cc per minute and more. In a sedentary person, some anemia may result following prolonged strenuous muscular effort. As for skeletal muscles, training increases the number of active capillaries in the heart muscle. With normal men, bed rest of three to four weeks produced a 17 per cent decrease in heart volume and a 9 per cent decrease in the transverse diameter of the heart.

2. Morris and Raffle (8) found that men in physically active jobs have a lower incidence of coronary heart disease than do men in physically inactive jobs and that the disease is not as severe in active workers and has a similar case fatality and a lower mortality rate. Other diseases found more frequently in the sedentary than in the active are diabetes and duodenal ulcers. Kraus and associates (7) reported that 80 per cent of low back pain is due to lack of adequate physical activity and that the physically active show better adaptability to stress, less neuromuscular tension, and lesser fatigability.

3. The results of physical measurements and medical examination, according to Terman (10) indicated that symptoms of general weakness were found 30 per cent less frequently among intellectually gifted children than among his control group. With Medford, Oregon public school boys equated by Intelligence Quotients, Jarman (5) found that quite generally, boys with high scores on various physical tests had significantly superior grade-point averages in their class work and higher means on standard scholastic achievement tests."

In looking at physical education through the physical, we encounter the other aspect of this field of knowledge; that of the development of knowledges concerning body care and conditioning, activity skills that will be useful in conditional and recreational pursuits, and the knowledge of rules pertaining to the various activities that make them more meaningful from a spectator standpoint as well as from a player standpoint. The activities are taught in such a manner that participation will be along lines that will develop personal and social qualities within the individual that are of the type expected of those who reside in a democracy and are most conducive to living in this type of society.

Along with the teaching of the activities comes a teaching of the aesthetic side or appreciation side of these activities as a part of our culture. There is the same type of aesthetic appreciation possible in the observance and performance of perfected movements in physical education activities as there is in the listening to and performance of perfected musical scores, or in the observance and completion of perfected artistic accomplishments such as sculpture, painting, drawing, etc. and it is just as much a part of American culture.

Physical education aids the individual in his understanding of other cultures through participation in activities that are a part of these other cultures. Gymnastic activities are a part of the German culture, Fundamental Gymnastics is a part of the Danish culture, and sports and games are a part of the English

culture as well as the American. Dancing classes use specific dances from various countries and these, to a degree, portray the type of life these people live.

It is through these avenues that physical education contributes to the objectives of general education; through its contribution to physical fitness and to good physical and mental health, its unique contribution; and to the development of qualities of good citizenship, aesthetic appreciations, and basic cultural understandings. In the philosophy of the whole child, it is the only field that is concerned with the development of the individual from the neck down as well as from the neck up. It is a very vital aspect of the total educational program and one that has not received the import it is due.

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LIFE'S HOPES DASHED

Do you have to be the victim to learn that this safety stuff isn't a lot of bunk, and it can wreck you and yours in the bat of an eyelash?

Take *Heathcliffe,* for example. His folks protected him all his life, beat their brains out getting him through college, lined up a wonderful future for him—and he wrapped it all around a culvert at 90 miles per hour.

Or take *Otto.* Spent 15 years getting to be one of the best men in his trade, was set to cash in on all this effort—and he knocks it all off by not making sure the ladder feet were secure when he put up the storm windows.

Or *Jerry.* One of the handiest guys with his hands you'd ever expect to see, he could make anything —till he cut off a couple of fingers on the unguarded saw in his home workshop.

Or *Winfield.* Had two of the cutest little girls this side of heaven—till he ran through the barricade on that road construction job.

Or *Bruce.* Huskiest and healthiest guy in the whole crew—till he didn't pay attention to the warning labels on those solvents he was using and got enough strong whiffs to curdle his kidneys.

Or *Sammy.* Had the sharpest little guy in the pre-kindergarten set—till he got hold of those household chemicals his Mommy forgot to secure from prying little hands.

Or *Waldo.* Was a joy, and the life of every party—till that "one for the road" turned out to be "one for the ditch."

All these people—pure red-blooded American type citizens—the victims of "standard operating procedures" of thousands every day. From just doing what comes naturally to most of us.

Will you dissipate your lifetime accomplishments by one act, or in one moment of thoughtlessness?

Bob Gidel in *Guard Rail*

The Challenge of Movement Education

Dorothy F. Deach

MOVEMENT IS, INDEED, a nonverbal form of expression—"a silent language"—to use the title of a recent book by Hall (2). Movement has been inherent and always will be inherent in life. It may be utilitarian, purposeful, random or specific, an art form, a form of play; it is imbedded in one's personality and therefore is an outgoing expression of personality.

If we consider the history of movement then we must look at all work and play, at rituals, at man's efforts to defend himself and to secure food and shelter from the beginning of time. We must look at how he has expressed his emotions, his feelings, religion, fears and hates, his joys and sorrows and how he has communicated with his fellow man.

When we think of "movement education", we must consider how primitive man taught his children to hunt and fish for survival, how to beseech his gods for rain and how to express, through dance, his thanks for a good harvest; yes, and how to play. We must remember how the Greeks sought to develop a beautifully formed body, mind and spirit and how, in more recent history, the Puritans saw good in the body only in terms of using it to perform work—not for joyous expression nor for playful aspects of life.

More recently, as our profession of physical education has developed, its teachers have been engaged in teaching specific styles of movement—specific forms as found, for example, in the skills of sports, gymnastics, dance and swimming. We have been engrossed, so to speak, in putting the "cart before the horse". There have however been some persons, both in and out of our profession, who in the last ten or twenty years, have been trying to help us get down to really teaching the fundamental and more efficient use of the body in all types of human activity, not just our traditional sport and dance skills.

Some would have us change the title of physical education to movement education. Others would have us better understand what physical education has been trying to do all the time—that is to teach human beings how to move more efficiently in the specific ways as they are related to play activities. In addition, we should realize the importance of relating principles of motion to all human movement and furthermore to teach these principles and appropriate activities in all classes, thus meeting one of the aims of Physical education.

Such people as Doris Humphrey, the well-known choreographer, Laban in England, Eleanor Metheny at the University of Southern California, Ruth Glassow at Wisconsin, Marion Broer at the University of Washington, Rosalind Cassidy at the University of California Los Angeles and Delbert Oberteuffer of Ohio State have been trying in one way or another to help teachers utilize fundamental concepts of movement in their everyday teaching. These concepts relate to the elements that are common in all movement.

Most of us probably do not remember the specific details of the physical laws and principles we once learned in kinesiology, let alone teach these laws of motion to our students. Rather we have taught specific, isolated skills, in basketball, softball, etc. with little more than calling the attention of students to the similarities between the underhand pass and the underhand pitch. How carefully have we analyzed these activities, as well as others, so that students really understood *how* they were using their bodies? We have tended to teach skills and have demanded that students follow a prescribed "do it this way" isolated from a total understanding of the use of the body.

Marion Broer, in her new book *Efficiency of Human Movement,* states very concisely a concept that is generally acceptable today.

> The need of every individual is to understand human movement so that any task—light or heavy, fine or gross, fast or slow, of long or short duration, whether it involves everyday living skills, work skills, or recreation skills—can be approached effectively. The problem is to determine how in a relatively short period of time, each individual can gain not only ability in a few isolated motor activities (most of them recreational) but also efficiency in movement. (1:3)

We must agree with Laban (4:xiii) who said that motion is visible everywhere in the universe and that skill is acquired through the gradual refinement of the *feeling* of movement and with Doris Humphrey (3:46) who points out that this motion or movement has design in space, a relationship to other objects in both time and space; an energy flow of dynamics and a rhythm.

We have been bothered by problems of communication in the field of movement education. Our professional jargon is sometimes hard to understand. Broer points out that:

> To some, the term "Body Mechanics" has meant various postures or corrective activities. To others, the term has stood for the group of activities that include standing, walking, running, sitting, pushing, pulling, and lifting, while still others have taken the view that all positions and movements involve body mechanics and therefore no such restrictive definitions are justified. (1:328)

Perhaps the profession needs to accept a common set of definitions. One such set was agreed upon by the National Association for Physical Education of College Women Workshop in 1956.

> *Body Mechanics*—the application of physical laws to the human body at rest or in motion. The term does not denote any specific set of activities or course content.
>
> *Basic Movement*—movement carried on for its own sake, for increased understanding, or for awareness of the movement posibilities available to the human body.
>
> *Basic or Fundamental Activities*—motor skill patterns that form the foundation for the specialized skills required in daily life, work, sports, dance (standing, walking, running, pushing, lifting, throwing, etc.) (6:89)

Broer also points out that if the physical educator is to accomplish his purpose of developing each individual's ability to meet effectively the majority of motor problems confronting him, he must teach body mechanics and basic movement and the application of these to the fundamental motor activities as well as to recreational activities. Furthermore we learn from Laban (5:16) that the idea of *thinking* in terms of movement as contrasted with thinking in words must be introduced. The student must organize his inner efforts in terms of a decision of how he is going to move in response to a specific situation.

A real challenge to all teachers of physical education exists today—that of helping the student to gain a *thorough* understanding of his body and habitual application of the principles of efficient movement not only in the gymnasium, on the playing field, in the pool, but in the multitudinous activities of daily life. To find the ways and means to meet the challenge is a challenge in and of itself. This centers, among other things, in the need for intensified exploration and experimentation in method, in skill learning, in analysis of movement patterns with the findings of research translated practically into the education of boys and girls.

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Learning Through Football

"Win, in any way and at any cost, but win"—this, to many individuals, appears to be the basic rule of any interscholastic sport. This is both an inaccurate and an incomplete conception, and one held by but few coaches.

Many educators seem to think that all the football coach is trying to do is have a winning team. Every coach wants to do the best job he possibly can and win as many games as he can with the material he has. Every coach likes to win and this is as it should be, but the desire to win causes few coaches to resort to unethical practices.

There are many teachers and administrators—as well as townsfolk—who do not understand the educational possibilities of football, hence the need for this article. "The Cardinal Principles of Secondary Education" are generally accepted by the people in the field of education. Let us go down the list and see how football can contribute to the objectives.

HEALTH

Football is a strenuous game and those who engage in it have to be physically fit in order to withstand practice and game competition. The participants learn answers relating to questions of diet, sleep, rest, physical development, personal cleanliness, and proper health habits and attitudes. All who participate in football are required to have a physical examination once each year.

WORTHY HOME MEMBERSHIP

Tolerance, teamwork, and loyalty are stressed in football, as they are in the home. Each player is expected to carry his part of the load. He knows what his responsibilities consist of, and to a large extent how to carry them out successfully.

VOCATION

Little can be said about football contributing directly to vocation. Usually only the future football coaches and professional players are benefited directly. Indirectly all players can learn things that are basic to a vocation. They can apply what they learn in football to the business of their choice.

In order to succeed in football a player must work hard, follow rules, be competitive, be fair, and get along with his associates. These same things are necessary in order to succeed in business; one's own or someone else's.

CITIZENSHIP

In teaching fair play, courtesy to the opponent, respect for officials, honesty in game situations, and good sportsmanship we contribute toward making a better citizen out of the individual.

—*From School Activities*

What is a Good Physical Fitness Program?

D. M. Hall

THERE HAS BEEN considerable dissatisfaction with the traditional education program with its attention focused upon a limited number of people proficient in some competitive sport. As a consequence, many parents and teachers have turned to physical fitness.

Fitness means many things, but in general it means one's ability to do more than his daily work without upsetting his bodily processes. It means that we should always carry a reserve for emergencies, and perhaps the expected emergencies rather than our work levels should determine our physical needs.

A good physical fitness program is more than a series of stunts. It is based upon an analysis of health and performance and consists of two parts, namely, testing and conditioning.

Our analysis of health shows that it consists of four parts,[2] namely:

1. Growth—meaning regular increases in size and weight according to schedule. For adults it means weight in proportion to size.
2. Organic fitness—meaning soundness of the heart, lungs, digestive system, and sensory organs.
3. Motor fitness—meaning ability of the muscles to move the body at a rather high level of activity over a rather long time without undue tiring and with prompt recovery.
4. Body protection—meaning aility to protect one's body from dangers. This includes such skills as safety, first aid, disease prevention, and ability to swim.

Our analysis of performance includes mechanical factors, such as size and weight proportions. physiological factors, such as energy producing and energy utilization processes; and psychological factors, such as nerve-muscle coordination.

Having made these analyses, a good fitness program gives consideration to tests which measure the present level of fitness, then to conditional activities designed to improve the various fitness factors. Several questions must be answered.

How Can We Measure Growth?

Normal growth occurs in cycles. For ages 5 to 22 there are three cycles. The age period 10 to 22 is well described by the index $\sqrt[3]{\text{weight}/\text{height}}$. This relationship is a straight line when plotted on double logarithmic paper. This means that increases in height and weight form a straight line if growth is on schedule. We have devised a body type growth chart[1] which is being used by the 4-H members of Illinois to plot the normal growth of boys and girls between the ages of 10 and 20 years. Plots of actual height against actual weight give actual body type indexes. A person may continuously be under or over weight and still plot a straight line. Consequently, we measure the size of the skeleton, and from these predict healthy weight. Predicted weight plotted against actual height gives a predicted body type. If actual and predicted body types are identical, a person is growing according to schedule. These facts are graphically shown on the growth chart. If a person is off-schedule, three things must be done. He should:

A. Eat the right amount of the right kinds of foods.
B. Get the right amount of exercise.
C. Get the right amount of sleep.

Part of our conditioning program consists of teaching these facts and getting them practiced.

How Can We Measure Organic Fitness?

This is essentially in the medical area, which physical educators do not enter except, perhaps, for two tests. The 4-H battery includes a pulse recovery test and a maximum ventilation test. These were designed to measure heart power and breathing efficiency. They correlate well with endurance running.

How Can We Measure Motor Fitness?

Motor fitness includes balance, endurance, flexibility, speed, and strength. The 4-H battery includes two endurance tests, two flexibility tests, two speed tests, and three strength tests. At one time two balance tests were used, but these were abandoned because of difficulty in administration and because no improvement was made in later repeat tests.

How Can We Measure Body Protection Skills?

The first aid and safety skills have not been formally tested, but no doubt they could be. We have devised 16 swimming tests which have been used in the 4-H camping program. The tests were important in changing the waterfront from a play area to a beehive of learning.

Standardization

The tests have been standardized by sex, age, and by size and weight indexes. The data were collected as number, inches, pounds, circular degrees, volume, and elapsed time.

Sex difference in growth and maturity are well known. Usually males exceed in strength and females in flexibility. Men excel in oxygen uptake, maximal heart rate, and in capacity for hard work. The lower aerobic capacity for females is explained in part by their higher fat ratio and lower active muscle mass.

Strength and speed both increase with age. Oxygen intake increases up to 25 years of age, but thereafter it decreases. Heart rates decrease with age, and lung volumes increase up to about thirty years and then drop off thereafter. Flexibility shows no change throughout the ages of 10 to 18.

The growth curves of all tests were calculated by age, and standard score tables were prepared after sufficient data were collected to show stable smoothed growth curves. Because many tests depend upon size factors which are not always related to age, we have recently restandardized upon certain size and weight ratios.

In running and jumping the advantages seem to favor a small weight/leg length ratio. Therefore, these were standardized by weight per unit of leg length. For strength, muscle mass seems important, consequently, we used trunk volume as the index for standardizing the arm pull[2] test which demands the use of the arms and back muscles. Trunk volume was used to standardize breathing capacity. Foot pounds of work per unit of trunk volume was used to standardize the Rotometer[2] test; a dynamic work test utilizing arm and upper trunk muscles. Since flexibility when measured in angular degrees flexed did not vary by age, we saw no logical reason for standardizing it by anything except the angle flexed.

The scores indicate the present level of performance and permit us to calculate improvement from later tests.

Conditioning

There has been considerable evidence accumulated to indicate that tests and examinations by themselves result in no improvement. This is the major shortcoming of physical examinations. A good program follows testing with conditioning and retesting. The important part of instruction is the explanation of the "whip" for doing the recommended practices, but this needs to be followed by performances in graduated degrees of difficulty. Training suggestions were given in three publications available to leaders and teachers. [2,3,4]

A fitness program is not easy to build. We have tried and rejected more tests than we are now using largely because they were not valid or reliable measures. We found our growth curves did not become smooth until our population approached 200 cases in each age or group class. Only then did our standard deviations become similar. Today most of our standard score tables are based upon about 10,000 cases.

We have been encouraged by reports from parents who have urged their children to test, train, and retest. In one case parents insisted that the school board require the coach to undertake a fitness program, and they filled the bleachers at the end of the school year to see the field day. They had been given their children's scores at the beginning and the end of the school year and could note the improvement made.

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[3]Hall, D. M. *Fitness Can Be Fun*: B P16, Extension Service in Agriculture and Home Economics, University of Illinois, Urbana, Ill. 1955.

[4]Hall, D. M. *Tumbling Is Fun*: B392, Extension Service in Agriculture and Home Economics, University of Illinois, Urbana, Ill. 1958.

Things to Remember

The U. S. is in bad shape.

No other country has economic troubles because of too much good.

No other country has such traffic congestion because so many people own and drive automobiles.

In no other country do people make so much money, take so many holidays, and work so few hours.

In no other country is overweight, caused by too much food, a real medical problem.

We're in bad shape.

—Unknown

THE ONLY THING WE GET:

Out of hatred—is discontent.

Out of malice—is unhappiness.

Out of revenge—is bitterness.

Out of greed—is disappointment.

Out of enmity—is trouble.

Out of suspicion—is fear.

Out of sin—is remorse and humiliation.

(Yeoman Shield)

The Status Seeker in College Physical Education: A Professional Liability

David C. Biscoff

THE STATUS SEEKER in college physical education has two readily identifiable characteristics. The first is a personal disassociation with the service or required physical education program and the second characteristic is a tendency to produce research that is singularly unrelated to the problems of the physical education teacher.

Unfortunately, a number of administrators have been responsible for their faculty associating the service program with an "apprentice level" stigma. Not uncommonly heard is the statement that "so-and-so is much too valuable to be wasting his time teaching activity courses". These administrators usually re-enforce this belief by not participating in the program themselves. To identify faculty as "administrators", "researchers", "professional physical education faculty" and "service program staff" actually implies only two distinct faculty classifications: physical eductaors and those who philosophize about physical education without participating in the program that they extol.

In addition to the lack of status associated with teaching in the service program, it is a great deal easier to mention to one's across campus colleagues that he is teaching physiology of exercise or philosophy and principles or that he is involved in research than it is to explain that he is teaching badminton or volleyball in the service program. A physical educator, by the nature of his beliefs, should want to mention his activity teaching first.

As one might expect, those who are loath to associate themselves with the service program are also those who seem to publish a great deal of research material that seems to use the following criteria for its selection:

1. Are subjects readily available?
2. Can the testing be accomplished in a short period of time?
3. How few subjects dare I use?
4. Can the survey of literature be accomplished easily, using a minimum number of references?
5. Is there a minimum number of variables to control?
6. Can relatively simple statistical tools be used in the analysis of data?

In reviewing the research of the status seeker it is woefully apparent that worth to the physical education teacher in the field is not one of his criteria. The status seeker is usually unhappy if he has not published something within a two month period; he generally enjoys talking about, "The number of articles I . . . ", and usually is greatly offended when the professional worth of any of his research is questioned.

Once the status seeker has been identified the problem becomes how to direct his efforts into more worthwhile pursuits. *First,* school and department administrators must demonstrate through their own actions and through their criteria for faculty selection and promotion that they possess a sound philosophy of physical education. This might require such generally unheard-of extremes as actually participating in the service program and evaluating staff publications in terms of worth to the profession (i.e. the physical education teacher) rather than on the basis of quantity.

Second, professors charged with the responsibility of teaching courses dealing with research techniques on both the graduate and undergraduate levels must orient their students toward the purpose of research in physical education. This can be done by including a unit on the place of research in physical education in addition to the units on basic research methodology. The students' subsequent endeavors toward the selection of a problem would provide faculty with another opportunity for guidance.

Students should be made aware that courses dealing with research techniques and the problem or thesis experience are a part of their academic experience to enable them to investigate problems that they encounter as teachers and to adequately evaluate the research contributions of others. The research emphasis must not be included in the curriculum to stimulate an appreciation of research as THE tool for achieving professional recognition.

Without question there is a need for certain faculty members who devote most of their time to personal research to extend the horizons of knowledge in a number of areas, but perhaps they should not have the same faculty status as physical educators. It might be much more appropriate to designate such faculty members as "research professors of physical education" to distinguish them from their colleagues who are primarily concerned with teaching.

To alleviate the problem of status seeking among their faculty, physical education administrators should take three definite steps:

1. Emphasize the importance and worth of the service program by requiring *all* faculty to teach activity courses in the service program.
2. They must not succumb to the "publish or perish" emphasis from other college or university officials. As far as research is concerned, a faculty member involved with the research aspect of teacher education should be judged on the only justifiable basis for such a teacher: the quality of the work that he has guided and stimu-

lated his students to do. If a member of the teaching faculty who is involved in the research aspect of teacher training becomes involved in personal research, the research of his students tends to become secondary; a situation that is educationally indefensible.

3. If some members of the faculty who are not involved in teaching research techniques or in research guidance become involved in personal research, their work should be judged solely on the basis of worth to the profession.

If the suggestions presented in this article are followed it is likely that the status seeker will become a professional person, and an asset rather than a liability to the institution.

Some Implications Involved in Teaching the Novice Swimmer

Vincent J. Messina

AS SUMMER APPROACHES many physical education and recreation majors will be seeking employment involving the teaching of swimming. Many will be associated, to some degree, with novice swimmers. Most of these children will range from ages six through twelve years. They will possess, in general, many noticeable age characteristics such as the desire to imitate their more proficient peers; the need for peer approval and acceptance, the need for adult recognition and the desire to learn and to accept various kinds of challenges.

Too often, teachers of swimming relegate their abilities to the level of a technician rather than maintaining professional status. Many instructors are concerned solely with the teaching of specific skills. As a professional teacher one should observe his students closely in attempting to learn as much as possible about them and their adjustment to the water.

Interrelationships

Close observation indicates that apparent physical adjustment to the water is accompanied by an increase in emotional and social adjustment. The former usually results from a reduction in fear and an increase in the ability to relax. Outward physical signs of this are the degree of tenseness of the novice and, in time, his ability to perform smoother and more rhythmic movements. The latter is usually noticeable in his attempts to perform stunts recognized by his more proficient peers as various levels of achievement.

It is in the striving to belong to his peer group (social adjustment) that the novice is motivated to try and learn certain skills which inherently, but unknowingly, improve emotional adjustment, i.e., the decrease of fear and the increased ability to relax in the water.

Telltale Experiences

1. *The novice is constantly attempting to retrieve objects from the bottom of the pool.* Frequently he will drop a rubber puck or other sinkable objects into the shallow water, find it by feeling along the bottom with his feet, and upon finding it hold it in place with one foot so he can reach down and pick it up. Then while holding his nose with one hand and with eyes closed tightly he reaches down and picks up the object.

As he becomes more relaxed (less tense) in his ability to retrieve the object he will then make quick stabs at the submerged object after locating it with his head out of the water. Eventually he will look for the object with his eyes open while submerged. The ultimate in object retrieving is the ability to locate and retrieve an object at the deep end of the pool.

2. *A "brave" task for the beginner is that of seeing underwater.* The level of adjustment indicated by the performer can be determined by the length of time he will remain with his face submerged and his eyes open. By using the submerged object stunt mentioned above, this ability can be developed quite rapidly. The degree of emotional adjustment can be determined by the degree of anxiety expressed as the student lowers his face into the water and how rapidly and forcefully it is removed from the water. The more gradual the response is to the water the higher is the degree of adjustment attained.

3. *In retrieving submerged objects the student eventually becomes accustomed to searching with his eyes open while submerged.* Now he is faced with the challenge of sustained underwater activity which involves holding his breath for longer periods of time. In the early stages of adjustment the novice may be seen bobbing up and down or performing a jelly fish or dead man's float. Once this has been accomplished he usually can be seen gliding for distance. Later as an underwater swimmer he attempts to swim the width and even the length of the pool.

4. *As the novice begins to "feel at home" in the water and even learns to swim a little he tends to explore the deeper water.* He can be seen walking out into water that is chest deep. He will on occasion attempt to swim to a depth of water which is over his head. While here he will attempt to touch the bottom while holding on to the gutter with his hand. Eventually the novice will let go of the gutter, submerge and bounce to the surface immediately. Finally he will move away from the side of the pool and attempt the feat. As a more proficient swim-

mer, at a later date, this may be attempted in deep water.

Each of these steps show a psychological adjustment to a socially recognized goal.

5. *As the novice develops a crude stroke and is able to propel himself through the water he sets his sights on swimming "long distances."* His first attempt usually is swimming the width of the pool in one or two stops with the final achievement of making a non-stop trip constantly in mind. From this point a non-stop round trip is his next objective. This is all in preparation for the long swim the length of the pool. The anti-climax here is the swimming from the shallow end of the pool through the DEEP WATER to the deep end of the pool. Once this occurs new horizons are opened to the novice.

6. *A constant challenge to the novice is his entry into the water.* The "conventional" entry, as the layman might not expect, is not the gradual immersion process but rather a jump or dive into the water. In fact, the emphasis is not on form or skill and beauty but on the ability to cause a large upheaval of water. The most common mode of entry at this level is the "running jump cannon-ball".

One might observe the beginner jumping into the shallow water while holding onto the edge of the pool. This is followed by a jump into shallow water without holding onto the side of the pool. Gradually adjustment is made to deeper water with the ultimate satisfaction being attained from performing a "front header." This, for the novice, is just another door opening to newer and brighter horizons which offer richer fulfillment of emotional adjustment and social achievement.

Summary and Conclusions

The preceding experiences and their implications with regard to teacher observations are not meant to be a complete coverage of the unlimited teacher learning opportunities, but rather, they are offered as an indication of what a swimming teacher must be concerned about. It is only through keen, endless observation of one's students that a teacher can know them best.

The use of the retrieving of a submerged object will help the students adjust to the water and, at the same time, help the teacher learn more about his students and their level of adjustment.

The many experiences attempted by the novice are natural challenges given impetus by the environment itself and by the social pressures of his more proficient peers.

Needed----Criteria for Selecting Officials

C. D. Henry

DURING THE MONTHS of the current school year, numerous complaints pertaining to officiating were found on the sport pages of the country. They ranged from "the ball was at least six inches over the goal line" to "the officials were just cheating."

In our opinion, the poor officiating is not the chief crime being committed. A crime just as severe, if not worse, is that hundreds of men trained in testing and other evalutive criteria allow these officials to work games without certifying in any fashion.

Since physical educators at small colleges appear to be guilty of this crime more than others, we would like to include some comments from a survey taken last fall concerning football officials. Coach E. G. Robinson[1] wrote to chairmen of the thirty-two districts in the NAIA asking for practices in their districts. From the West, Oregon; from the Southwest, Texas; from the Southeast, Florida; from the South, Tennessee and from the Southern Central Area, Mississippi. The typical reports state home officials select officials or subjective ratings by these same coaches who complain is sufficient to get on the officials list.

[1] E. G. Robinson, Grambling College, Grambling, Louisiana Chairman of Conference Committee on practices of selecting officials.

From the West, Oregon

"In reply to your letter concerning assignment of officials in our area, let me say that we operate on a very informal basis. We have no Commissioner in my Conference, the Oregon Collegiate and the Northwest Conference; it is merely a matter of the home team having the association which serves its games send a list of officials to be approved by the visiting team and from that procedure, selections are finally made with, of course, those who have proved unsatisfactory eventually being deleted, etc.

It's a very real problem out here as some of the institutions are located in isolated areas and have a very limited selection of officials and, of course, are unable to pay travel costs of those from a distance."

From the Southwest, Texas

"In the Lone Star Conference the selection of officials is handled by the two coaches whose teams are playing. The home coach submits a list of officials agreeable to be used by the home team. The visiting coach then is allowed to scratch any man from the list who is not agreeable as far as his team is concerned. Then the visiting coach ranks the officials in

order of his preference, 1 through 10 or 12, the number remaining on the list. The home team is then expected to contact the men in the order they are listed. If one of the men listed first or second cannot work, then there should be correspondence on file for the visiting coach to see that the game was offered to the official and he turned it down.

This has worked very well for us in this conference, especially in basketball. Actually, it protects the travelling team better than anything we have used before, because the team who is playing away from home selects the officials that are to be used."

From the Southeast, Florida

"Our conference officials are not appointed but selected by mutual agreement in the Florida Intercollegiate Conference. At our annual fall meeting each coach has a list of the officials in his area that are available for work. The opposing coaches rate these officials in the order of their preference and the home coach is honor bound to do his best to secure them."

From the South, Tennessee

"We leave the selection and procurement of officials to the home school."

From the Southern Central Area, Mississippi

As you know Delta State College is a member of SIAA Athletic Conference. This covers several states and for that reason, there is no common schedule policy, we have no set standard for selecting officials. We get our officials from the Mid-South Official's Association out of Memphis, Tennessee. There are several Southeastern Conference officials in this organization that we use provided they do not have Southeastern commitments. In our District Nineteen Playoffs, we let the competing teams select officials."

In basketball, the practice of securing officials close to the scene is an economic necessity with some small colleges. This perpetuates the evil of selecting officials without a knowledge of any rule change and a not too secure grasp of the rules used the past season.

The physical educator-coach's team is eligible after being evaluated in some way, and yet he trusts the conduct of the game to any Tom, Dick or Harry in a striped shirt.

In baseball and other sports on the agenda, it gets harder to secure competent officials.

As a physical educator who teaches a course in tests and measurements which incidently, includes a chapter on rating devices, I feel we should borrow a page from the ladies and establish rating boards to conduct clinics and examinations for young men interested in officiating men's athletics. Such a rating board could establish levels of competency such as, little league, community playgrounds, high school junior varsity, high school, intramural and finally college games. The officials would wear this badge of merit as the water safety qualifiers wear their trunks letting the world know that here stands a rated official. In addition, other criteria for selecting officials may include the following:

1. He must have a knowledge of the game.
2. He must know the mechanics of the game he is officiating.
3. He must be in good physical condition.
4. He must be able to explain rulings to players.
5. He must have respect for players and coaches, i.e., tact enough to maintain rapport.
6. He must have individual courage.
7. He must cooperate with other officials.
8. He must make quick and forceful decisions.

The above mentioned criteria can be measured by pencil and paper examinations, a physical test to determine the degree of condition and by a practical exam (officiating a practice game at a clinic).

Finally, officials should belong to an official's organization working with a conference. The conference should have a board to certify these men on a local basis and finally on a national basis.

Ten Tests of an American

1. He is loyal. This is his country.

2. He is patriotic. He recognizes the debt he owes for our institutions.

3. He stands for fair play. He will tolerate no injustice, no force, no coercion. Believing in fair play, he demands it from others.

4. He is square. He wants nothing that is not his own. Unto each man his due.

5. He loves liberty. Liberty breathes life. He is willing to die for liberty.

6. He respects the flag. Not because others are watching, but because it is the symbol of the sacrifice, the love and the devotion to liberty of his forebears.

7. He hates tyranny, whether revealed in one-man despotism or in the mob. It is the active enemy of his freedom.

8. He demands law and order. All security, whether of persons or of property, depends upon it.

9. He respects property. It represents the labor and skill of others, and he demands the same respect for it from them.

10. He works. He earns his bread. He has respect only for those who do the same.

—Author unknown.

Suggested Criteria For Evaluating The Physical Education Teacher

Donald Loucks

ANY ADEQUATE PROGRAM of administration and supervision must include as an integral part of the over-all picture some valid means for appraising the effectiveness of the work of the individual teachers of the staff. No ready made machinery exists in our educational system for measuring the degree of teaching success or failure of a particular teacher. The fact that administrators and others charged with the responsibility of rating those who work directly under their supervision are constantly searching for improved methods for judging teaching skill and success is a health sign. It is probably a sound assumption that the more evidence which can be amassed concerning the worth and effectiveness of a teacher, the more reliable will be opinion which is finally reached. Salary increases and academic promotions directly based on a well established, functional list of criteria will usually meet with internal approbation. Administrators welcome any objective instrument to supplement their subjective judgement upon which they must generally rely.

Notwithstanding the fact that as Ruth E. Eckert says, "the ultimate measure of any teacher's effectiveness will perhaps only be known in eternity,"[1] the professional affairs committee of the Department of Physical Education for Men at the Florida State University attempted to delineate a set of criteria which would serve as a practical guide for the department head in making periodic recommendations. It was quickly discovered that no single device would serve to "grade the teacher" or judge faculty excellence. In the absence of scientific qualitative techniques for evaluating the physical education teacher, the administrator, who quite frequently lacks formal training in this specific area, bases his decisions on such unfair indicators as comments of pupils, the won and lost column, or an occasional, unannounced and hurried class visitation. Only by employing a didactic method of teacher appraisal can incompetents be discovered and eliminated from the profession.

It should be pointed out that most of the criteria listed in the following paragraphs involve subjective judgements on the part of the administrator, a problem not easily avoided. Whoever the person is, he must expect and accept human weaknesses such as uncooperativeness and personal antagonism in the same spirit as he does reasonableness and friendly cooperative activity on the part of staff members.

[1] Ruth E. Eckert, "Ways of Evaluating College Training," School and Society, Vol. 71, (February 5, 1950) p. 66.

For the sake of convenience the criteria to be suggested are grouped under three headings:

1. *Criteria related to the work being done*:

Teaching skill.

A report issued over 20 years ago by the Committee on College and University Teaching of the American Association of University Professors advocated that teaching ability be ranked first among the factors considered in evaluating faculty services. In judging the teaching skill of a faculty member, the administrator must consider such items as knowledge of subject matter, ability to select and organize course materials, interest in students, and desire to render the greatest possible service. To do this, he must inspect the syllabi which a teacher has prepared for his courses, and, in addition, he must observe him both in the classroom through regularly planned visits and out of the classroom in his daily association with the students.

Length and variety of background and experience.

All other things being equal, the man with the richer, broader, and longer background of experience in work having a direct bearing on his present job, will be of more value to the school which he serves. The experienced teacher will have innumerable opportunities to supply small but significant facts in staff discussions. The man who can teach rhythms to elementary school children *and* coach football represents a greater potential for service than one who has either ability without the other. A man who does not have the knowledge but knows where to find it is more valuable than one who doesn't know it even exists. In any profession, an experienced worker is like a good right arm to the leader. A man who has seen a program or project develop over the years, has been a part of the vacillating moods of individuals vitally and directly concerned with its development, cannot fail to understand and interpret the present status. Knowledge of such matters as the purchase and care of equipment can only come with the passage of time. An administrator with a young and inexperienced staff is in much the same position as a football coach with a sophomore-ladened unpolished squad.

Weight of responsibility involved in the assignments.

In every organizational setup, delegated authority is the usual pattern of operation. A good leader is a person who can assign others particular tasks and confidently expect they will be done. All such assignments are not of equal importance, naturally.

Permanent chairmanship of a division within the total framework of an organization is of more consequence than chairmanship of a committee appointed to do a particular job within a specified length of time. Similarly, chairmanship of such a committee represents greater trust and responsibility than mere membership on this committee. The good administrator will assign the heavier responsibilities to his more qualified and experienced teachers. This fact should be considered when promotion and salary increase time approaches. Mere putting in of hours is no criterion by which the worth of an individual may be judged. The permanent chairman of the school safety committee has a greater responsibility than one who is assigned to be in charge of the school's homecoming half-time performances. What a person does as well as how much he does should be considered when evaluating an individual.

Dependability in carrying out assigned responsibilities.

One characteristic of the good teacher is his dependability. A person who readily accepts assignments and just as quickly permits them to be buried under assorted papers on his desk renders little service to his school. In fact, it is a disservice as his acceptance precludes the possibility of the job being given to one who will get it done. The good administrator soon learns those he can depend upon and more and more is inclined to channel his needs in the direction of the one who has proved trustworthy in the past.

Orginality and creativeness in getting the work done.

A man who makes a better scoreboard, designs a working model of a pitching machine, creates a new First Aid technique, or discovers an improved method of teaching beginning tennis, deserves to be recognized by those in authority for his ingeniousness. Progress, exemplified by new and improved techniques and methods, can be a teacher's most important product. The good administrator will recognize and encourage originality on the part of his teachers.

2. *Criteria related to professional attitudes:*

Membership in professional organizations.

A physical educator and coach owes it to himself to be an active member of professional organizations such as the A.A.H.P.E.R., his state physical education association, state and national education associations, and his particular coaches' association. Strong associations are built through active members and strong professions are often the result of powerful organizations. A good physical educator will have the foresight to realize that only through teamwork is it possible to bring about improved teaching conditions, better salaries, and more professional security.

Attendance at professional and school meetings.

Mere membership in professional organizations is not enough. A profession is judged by the people who are active members of it. The medical and legal professions have attained their high standings, not by chance, but primarily by the caliber of individuals who make up these professions. Those in the medical and the legal professions evidence their interest in continuous growth by their presence at professional meetings and conferences throughout the country. Similarly the progressive physical educator will take every opportunity to join with his colleagues at professional meetings, including those below the national, district, or state level, e.g. local health, physical education, recreation, or safety meetings. Furthermore, it is the responsibility of a teacher to attend senate and faculty meetings held by his school as well as to lend active support to the major students' meetings. The teacher who disdainfully evades these meetings should be reminded of his responsibilities as a faculty member. It is certainly a point to be considered by the administrator.

Willingness to work and cooperate in a friendly manner with colleagues.

Acceptance and carrying out of committee assignments is an important responsibility. The man who accepts assignments in a friendly fashion and who begins and carries them to successful fruition, serves the department more than one who consistently asks to be excused from assuming "extra" work. The department head soon learns upon whom he can depend to help him share the multifarious administrative duties. This willingness to serve as chairman or as a member of a committee merits special attention when promotion time comes.

Another important service which a physical education teacher is frequently asked to render is as an assistant at home athletic events. Track and swimming meets in particular require a number of officials in order to function successfully. Athletic budgets, as a rule, cannot afford the luxury of paid officials for these activities and, hence, the coach must depend on the friendly cooperation of his colleagues. This may appear to be insignificant in relation to other phases of this problem but to the coach in question the task of obtaining help in conducting a meet is a very real one.

Operating within the framework of established administrative policies and procedures.

The good teacher like the good soldier will operate

through proper channels. Nothing disturbs an administrator more than to have a staff member who has played a part in the setting up of policies and procedures completely ignore these same regulations. This, in addition to being uncooperative, is highly unethical. Such action frequently proves embarrassing to all concerned. The good teacher will consider his various courses of action in terms of the principles and policies agreed upon by him and his colleagues and choose the one or ones which do not violate these established principles and policies. A teacher who cannot adapt himself to rules and regulations which apply in a certain situation will find happier employment elsewhere. The administrator cannot afford to devote his time and attention to recalcitrant staff members.

3. *Criteria relating to professional advancement:* Attendance at academic and non-academic professional schools.

The good teacher will show evidence of a continuing program of academic or professional improvement by his attendance at non-academic professional schools, clinics, and workshops. At clinics he will have an opportunity to keep abreast of the latest developments in his field as well as to render a service by his own contributions. The perspective of the physical educator can be broadened by travel during which he has had time to inspect and observe physical education programs and plants.

Speaking engagements.

The teacher who is capable and willing to speak to civic, school, and professional groups will find many opportunities for presenting the objectives and philosophy of physical education to numerous influential lay citizens, thereby bringing about a better understanding of the goals which we seek in physical education. The fact that a teacher is asked to speak to a group indicates the respect and confidence which this group has for the teacher. This ability to express himself forcefully should be considered a mark in his favor when it comes time to submit recommendations for promotion and salary increases.

Holding offices and committee memberships in professional organizations.

The active physical educator will find an outlet for his enthusiasm and interest by working for and obtaining important offices in professional organizations. This recognition of ability by fellow workers, especially those from other institutions, is another indication of the teacher's all-around worth. Through membership on professional committees, he is able to help direct the progress of his profession and to keep his fellow workers informed of new trends and ideas. In this manner he renders a particular service to his own colleagues and school.

Research and professional publications.

The progressive physical educator will not be content to perform his work-a-day job, but, rather will be constantly alert to the myriad opportunities for stimulating research within his field. He will assemble his data, interpret his findings, and prepare the results of his investigation for publication in professional periodicals. The possession of the technical skill and willingness to do research, and, more important, the ability to transmit the results of the research to his fellow workers are capabilities which tend to set apart such a physical educator from others in his field.

With the above criteria in mind, the good administrator will be able to view his teachers more objectively despite the subjectiveness of this yardstick. He might well develop and apply a rating scale based on these and other criteria. Certainly the teachers themselves would look with favor on some such method for judging their merit.

So?

"Since we travel by jet
The impression we get
Is that things are decidedly humming,
When we land on the ground
Since we're faster than sound
We can listen and hear ourselves coming!"

O. H. Romney

Strength - - Endurance Continuum

Gene A. Logan and Kenneth E. Foreman

THE TERM STRENGTH has been defined in numerous ways. So diversified are these definitions that it is difficult to communicate in terms of consequences of exercise. A problem in communication exists due to the relationship between the two phenomena which we usually call strength and endurance. Where does one begin and the other end?

A study of the literature related to the area of strength development reveals a near dilemma of conflicting terminology. Some examples of this conflict are illustrated by the following exerpts.

1. Larson and Yocum stated that "muscular strength is the ability of an individual to exert explosive force against an object (1:78)."

2. Kilander said that "endurance is the ability of the body to resist fatigue during long periods of muscular effort, whereas strength is the capacity of the body or any parts to exert force (2:215)."

3. Hunsicker and Greey discussed static strength and dynamic strength, the former being an activity involving a single maximum effort with the subject in a fixed position, the latter representing repetitious efforts. They conclude that these two are not necessarily related (3:116)."

4. In a research report published just recently, Walters and others said "strength in this study is measured in terms of the amount of isometric tension developed through repeated contractions (4:266-267)."

5. Morehouse and Miller defined strength as "the ability to do work against resistance (5:193)."

6. Ralston used the term strength". . . to mean the ability of the muscle to generate tension or, what amounts to the same thing, to lift heavy loads (6:465)."

7. Reidman stated that "strength is the capacity of the whole body or of its part to exert force (7:516)."

8. Brouha speaks of *absolute* strength which he defines as "the power of one contraction (8:405)."

9. Darcus defines strength as ". . . the maximum applied tension that can be developed, instantaneously on a single occasion, to overcome or attempt to overcome an imposed load or resistance (9:999)."

It is obvious that although these writers use the terms strength and/or endurance, they appear to define them with a somewhat different connotation of variation in terminology stemming from the observation that strength and endurance result from demands which are imposed on the body. This eventuality is known, of course, as the overload principle.

Overload is said to be a "physiological generality" as it can be produced by several means and its consequences seem to vary with the means or kinds of activity. Lockhart has identified four ways whereby overload can be accomplished: "(1) gradually increase the speed of performance in a progressive manner; (2) gradually increase the total load; (3) progressively increase the total time that a given position can be held; and (4) with a constant resistance, progressively increase the total number of performance (10)."

In much the same way that definitions of strength and endurance differ, we note certain differences in the manner whereby they are produced. In general, these differences in overload involve the number and speed with which repetitions are performed or the amount of resistance which must be overcome.

The fact that variations in the application of overload seemed to produce different though related results caused the writers to seek a better means of describing these results—better, that is, than the terms strength and endurance.

It is hypothesized that strength and endurance are part of the same continuum. At one end of the continuum we have a single bout of activity —a single repetition against maximum resistance —a phenomenon which we choose to call *unibout*. At the other end of the continuum is a maximum number of repetitions against a fixed amount of resistance. We choose to call this *maxibout*. In between these quite opposite positions are two points which we call *minibout* and *multibout*. *Minibout* represents a semi-flexible series of repetitions with maximum resistance and *multibout* represents two-thirds of a *maxibout*. By utilizing these constructs we believe that we are able to communicate with greater clarity about the consequences of various kinds of exercise programs. For example, the ten repetition maximum of DeLorme represents a minibout activity using this terminology, while on the other hand, the Hettinger-Muller method involves two-thirds of a unibout maintained for six seconds. This terminology applies to other systems now in use and to the results of their application.

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Teaching Physical Education in the Elementary School--Whose Responsibility?

James H. Humphrey

IN THE COURSE of discussing responsibilities for teaching physical education in the elementary school one might explore the responsibilities of parents, board of education members, administrators, teacher-training institutions, teachers, and even the pupils themselves.

Where should the responsibility for providing desirable physical education learning experiences for elementary school children be placed? Certainly, this is not a question which can be dealt with in a single pat answer. Indeed, there does not appear to be "a one best plan" of teaching that fits all possible conditions. For instance, if you are one who believes that the classroom teacher cannot do a satisfactory job in this regard, you could be referred to various school systems throughout the country where classroom teachers have been teaching physical education for many years with gratifying results.

On the contrary, those of you who hold tenaciously to the idea that the special teacher of physical education should be confined to the secondary school level, could likewise be referred to school systems which have used special teachers of physical education in the elementary school for a good many years with a great degree of success.

It is a well known fact that many postulations have been made with respect to the place of the classroom teacher and the physical education teacher regarding which of these individuals is in the best position to provide desirable physical education learning experiences for elementary school children. It is also well known that some individuals are "dyed-in-the-wool" proponents of either the use of the classroom teacher or the special teacher in absolute form. It is also well known that various arguments can be set forth which purport to show how one plan is more advantageous than the other.

Let us examine some of the present ways of designating responsibility for teaching physical education in the elementary school. After studying this problem for a number of years and after surveying scores of school systems in order to determine the current status and trends in this area, we have found that it would be suitable to arrange these plans or ways of designating teaching responsibility into about five major classifications as follows:

1. The classroom teacher having the responsibility in all grades, 1 through 6 with some sort of supervisory or consultant service. About 27 per cent of the cases fall in this classification.
2. The classroom teacher and special teacher both responsible and working together in one way or another. The range of time that the classroom teacher and special teacher are actually on the scene at the same time ranges from one day per week to daily. About 26 per cent appear to use this plan.
3. The classroom teacher having the responsibility for Grades 1-2-3 with assistance, and the special teacher responsible for Grades 4-5-6. There are about 19 per cent in this classification.
4. The special teacher having the responsibility in all grades 1 through 6. About 12 per cent may be included in this classification.
5. The classroom teacher having the responsibility with no assistance whatsoever. There are about 7 per cent in this classification. It may be recalled that a recent study[1] conducted by the Office of Education showed 15 per cent in this classification. One might speculate that the difference is due to the fact that in the Office of Education study, 15 per cent of the school systems did not employ physical education specialists in any way. Whereas, the results reported here are from school systems which employ either a director or supervisor who is in charge of the physical education program for the system.

There are a variety of more or less "unclassifiable" plans and about 9 per cent are found to be in this classification. In these plans both the classroom teacher and the special teacher share the responsibility in one way or another.

First, the plan where the classroom teacher has the major responsibility for all grades with some sort of resistance. The trend here appears to be overwhelmingly in the direction of retention of this plan. Also it is noted that almost 40 per cent of the people reporting see a trend toward greater cooperation of the classroom teacher and the person providing the assistance for the classroom teacher. There are various factors influencing the trend to retain this particular plan. Among others these factors include:

1. The general philosophy of elementary education is in terms of the co-called self-contained classroom.
2. Lack of funds—This could be interpreted to mean that they would use special teachers if they had the money to employ them.
3. Better program of inservice education.
4. In about 20 per cent of the cases it was indicated that better undergraduate preparation of classroom teachers influenced the trend to retain this plan.

The next plan was the one that involved the classroom teacher and the special teacher working and teaching together in one way or another. One noteworthy trend reported in over 90 per cent of the

[1]Schneider, Elsa, "Ten Questions on Physical Education in Elementary Schools," U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C. 1957

cases indicates that there is more and more cooperation between the classroom teacher and the special teacher. The major factors influencing this trend are a changing philosophy of elementary education, and better program of inservice education.

The third plan, that of having the classroom teacher assume the responsibility for Grades 1-2-3 with assistance and the special teacher responsible for Grades 4-5-6 also is characterized by some interesting trends. One of these is that it is becoming more common to have the classroom teacher assume the entire responsibility for the primary level while the special teacher spends practically all of his time with Grades 4-5-6. As might be expected the most prominent factor influencing this trend is a better program of inservice education.

In the *fourth plan,* that of having the special teacher responsible for the teaching in all grades 1 through 6, there is a decided trend to continue with this procedure. The major factors suggested as influencing this trend are: lack of interest of the classroom teacher, poor teaching on the part of the classroom teacher, and insufficient preparation of the classroom teacher. It is extremely important to mention here that while the special teacher has the responsibility for practically all direct teaching under this plan, it was reported that the classroom teacher may play an important part by assisting the special teacher in such ways as: informing him about the traits and characteristics of children, by interpreting objectives, philosophy and certain problems of the elementary school, and assisting with problems of control and discipline.

Where the classroom teacher is responsible for teaching without any type of assistance at all, the trend seems to be in the direction of retaining this *plan.* However, this does not mean that this is entirely satisfactory because the main reason for the trend is due to lack of funds. In other words, in all probability if funds were available some sort of assistance might be provided for the classroom teacher.

A detailed analysis of these various ways of designating teaching responsibility reveals that in approximately 88 per cent of the cases the classroom teacher shares the direct teaching responsibility. And, in the remaining 12 per cent, while the classroom teacher does not share in direct teaching, she at least has some sort of indirect responsibility. One trend which was in evidence in all of the plans where the classroom teacher and special teacher were involved was that there appears to be more and more cooperation between the classroom teacher and the specialist in this particular endeavor.

In view of the fact that both the classroom teacher and the special teacher are so mutually involved it is strongly recommended that more effort be directed toward developing the cooperative role of the special teacher and the classroom teacher rather than attempting to justify one plan as having a certain degree of merit over the other.

The special teacher and classroom teacher need to pool and share their knowledge and abilities so that the most desirable learning experiences may be provided for children through physical education. Each has a great deal to contribute and should be encouraged to do so. This idea precludes a type of philosophy that is based on the premise that the special teacher exists *only* for the purpose of giving the classroom teacher a "break" or a rest when the specialist appears on the scene. It is questionable that there is any more validity in this idea than in one that would purport to have an arithmetic specialist teach arithmetic for the purpose of giving the classroom teacher a respite from arithmetic class.

The preceding statements should not be interpreted to mean that the classroom teacher should not have some rest and relaxation during the trials and tribulations of the school day. Indeed, the school day should be organized so that the teacher has some free time to herself. However, it is very questionable whether that time should *always* be taken from the one area in the elementary school curriculum where the teacher can perhaps learn more about her children than from any other school experience. It does not seem too unreasonable to assume that most *good* classroom teachers will want to take advantage of observing their children in that best of all laboratories of human relations—physical education.

If the special teacher and classroom teacher are to benefit from each other's experiences, the classroom teacher should be present whenever the special teacher teaches the class. There are exceptions to this of course because there are times when it may be most desirable for the special teacher to work alone with the children.

When the classroom teacher and special teacher work together the special teacher should not be expected to assume *all* of the responsibility for direct teaching. On the contrary, the specialist should have opportunities to observe the classroom teacher conduct the class so that constructive suggestions may be offered for consideration. This practice is particularly important because the classroom teacher can then benefit from the suggestions of the specialist and make application of the suggestions when she handles the class alone.

The special teacher and classroom teacher should know what to expect from each other. This means that it becomes the responsibility of the special teacher to "learn the language" of elementary edu-

cation. For example, if the classroom teacher is working on a particular social studies unit, she should feel free to call upon the special teacher to suggest physical education learning activities that will help to develop the concepts and large understandings involved in the unit. Similarly, the special teacher should have in his repertory of activities those which contain inherent concepts in arithmetic, science, language arts and the other curriculum areas. In this way the special teacher is able to show the classroom teacher how physical education can be used as a most desirable learning medium in the development of concepts and understandings in the other areas of the elementary school curriculum.

In order for the special teacher to provide such learning activities it is essential that he have a full understanding of the subject-matter areas of the elementary school curriculum. At the same time the classroom teacher should attempt to develop and improve upon those competencies which are most useful in helping her to provide desirable physical education learning experiences for the children in her class.

In summary, a few general considerations should be taken into account. The specific way of designating the responsibility for physical education learning experiences will depend upon a number of factors. Among others these include: (1) the underlying philosophy of the local group; (2) interest, preparation, and experience of personnel; (3) time allotment and facilities; and (4) funds available for implementation of the program.

In the final analysis the plan of teaching employed must be compatible with the local situation and, above all, one that most satisfactorily meets the needs of all of the children. For this reason it seems essential that all factors pertinent to local conditions be thoroughly appraised and evaluated before a definite plan of action is taken. Moreover, any plan that is established should be subjected to continuous evaluation so that desirable practices may be retained or modified and undesirable practices eliminated as the occasion demands.

Happiness

"Happiness is associated with challenge, accomplishment and mastery. Happiness involves hope and faith. Hope, faith and joy are medicinal. They are therapeutic. They represent the difference between living and existing and often between life and death. Happiness in children and adults is more than entertainment and amusement, money, or 'eat drink and be merry.' The basic need is to have a goal, feeling wanted, belonging, even sacrificing for a worthwhile cause. Traveling hopefully bolsters normality."

"Happiness comes from facing meaningful challenges where there is a reasonable chance of success. We crave struggles where the outcome is in doubt, where there is no guaranteed success or certain failure. There may be success today and failure tomorrow but we take delight in exercising our talents. If failure, we save ourselves from a superiority complex, and, if success, from an inferiority one. It is in struggle that man has always been spurred to significant action."

—Jay B. Nash

The College Professional Fraternity

What it is . . .

The College PROFESSIONAL FRATERNITY is a Greek Letter organization of men, bonded together by ritual, who are enrolled and pursuing college courses of study in a professional field.

What it aims to do . . .

The College PROFESSIONAL FRATERNITY aims to promote the high ideals and standards of its profession, advance the professional knowledge and welfare of its members, and provide a medium through which students with a common interest in a specific profession can develop friendships.

How it does this . . .

The College PROFESSIONAL FRATERNITY follows a pattern in the selection and training of its members that stresses the importance of high professional ethics and practices; fosters athletic and social functions that stimulate the development of life long friendships; conducts an extensive program of speakers, tours, forums, and research projects that are designed to broaden the professional knowledge of its members; and grants scholarships and awards that encourage professional proficiency and provide a service to its college and community.

PROFESSIONAL INTER-FRATERNITY CONFERENCE

An Adapted Program of Physical Education

Donald B. Emery

THERE IS DEFINITELY a need for the adapted physical education program in the elementary schools. In order to facilitate its inclusion in the curriculum, schools and communities will have to be educated to the need, convinced of its value and informed of its cost. Upon close examination, however, it becomes obvious that many such programs can be easily developed in conjunction with existing physical education programs, without any high cost to the school budget or the addition of personnel. The school system of an average community will have at least one or two staff members who have majors in physical education. With such individuals and the regular physical education program and facilities to provide the nucleus, a basic adapted program can be set up.

The main difference that the physical educator or teacher in charge of the adapted program should keep in mind is the emphasis that needs to be placed on each individual who is handicapped. This is a much more specific individual demand than might be found in the regular program. And an early start on the adapted program is imperative if the greatest good is to be achieved for each child.

Children in each grade in the adapted program should be as much a part of the regular program as possible so that the adapted program may be a period of special enrichment for such a child and the regular program a source of all the benefits that such a child is able to take from it.

The coordination of adapted physical education with general physical education is not all one-sided. Many contributions to good sportsmanship, tolerance, thoughtfulness and other sociological aims of physical education may be developed from the adapted program in the regular program when the two are run simultaneously.

There can be little doubt but that the general characteristics of the teacher for the adapted program are more demanding and specific than those of the regular classroom instructor. In the adapted program, the instructor should be sympathetic and understanding of each disability and what it means to the child. Teachers will have to learn not to be overly kind to a handicapped student, but to regard him as one of the group with certain limitations.

It is entirely conceivable that a pre-school conference should be held with the parents, teacher and doctor in attendance, at the beginning of each school year to acquaint the teacher with the individual problems of each child. At such a conference, the prescribed activities should be outlined, the personality background presented and the necessary information provided for the teacher, regarding each child to be entrusted to his direction.

Most physical education majors receive the professional education needed to prepare them to serve as instructors in the adapted program. Those who are specifically educated to teach in the elementary field, should be able to handle an adapted program in those grades with the cooperation of the medical profession and other personnel. Usually women majors in physical education have had specialized work in the elementary level.

Since much of the elementary physical education, particularly in the smaller schools, is the responsibility of the regular classroom teacher, these teachers may also have to assume the responsibility for the adapted program. Detection and referral of pupil divergencies is of course the responsibility of all elementary teachers. It is not a great step to include in the elementary physical education teacher-education programs the basic knowlege that will make it possible for this teacher also to assist in the follow-up, in cooperation with the school physical educator, the administrator, the parents and the cooperating physician.

In the light of the general aim of education, the school must help every child attain the highest well being. Thus the adapted program must realize these general aims: detection and referral, provision of needed materials, supervision to follow through subsequent recommendations, and establishment of proper attitudes and mindsets.

Administration of such an adapted program entails many of the procedures commonly found in the regular physical education program. These are:

1. *Classification* of the students through the physical examination given by a physician. Admission to the adapted program must hinge on specific recommendations from the physician.

2. *Detection* of divergencies. This may be accomplished through on informal procedure of checking and reporting or a formal one. Informally, the teacher may observe the child on a daily basis, checking a few students at random daily until all have been checked; or checking those first who have noticeable divergencies and moving on to the less obvious later.

Some of the most common divergencies are: head tilt; shoulders tight and rounded forward; one shoulder higher than the other; improper hip alignment; knees turned in, or out; feet with toes pointed in or out or too straight ahead; and weight unevenly

distributed.

Psychological divergencies are much less obvious, but their detection at an early stage is of major importance. Signs of tension may be noticed in the students school period. These include nail-biting, uncoordinated movements, jerky gait while walking and running, muscular tics or spasms, unnecessary facial movements or grimaces and others.

An orthopedic screening chart has been devised by Dr. E. A. Davies of Indiana University in her book, *The Elementary School Child and His Posture Patterns*. A physical educator who will have students in gym attire is in an excellent position to observe divergencies listed on the chart. Signs of early fatigue, lack of strength in certain activities, reactions to various activities and how a student gets along with other members of the group are all worthy of mention by the observing instructor.

3. *Referral* of divergencies. These should be made immediately to the school principal and parents of the child. If there is a regular school nurse or doctor, the physical education instructor might ask such an individual to check his findings and make the referral. The teacher again is warned that her responsibility is to detect and refer and not to try to diagnose or treat.

4. *Records*. Good records should be kept of all that transpires with regard to divergencies. These might well include: follow-ups, cumulative health exams, student progress in growth, skill, strength, etc., and referral records. The more complete the cummulative material available on any student, the greater the possibility for success in the adaptive curriculum.

Having taken care of the detection of the difficulties, the referral to the physician for diagnosis, treatment and recommendations, we come to the problem of scheduling classes for the students with disabilities. This may be accomplished in several ways. Three possible procedures are presented. *First,* the students may be scheduled to appear with the regular class, with the understanding that provisions be made to allow the handicapped to participate within the range of their limitations. The *second* method is to schedule a separate class and include all students in the school with all types of disabilities. This might be feasible in the larger schools where a physical education specialist is available, but probably would not be practical for the small school. The *third* possibility is a combination of the first two plans, whereby the students would participate some of the time with the regular class and also meet in a separate adapted class for special instruction.

A final administrative responsibility involves the setting up of a definite conference schedule. There is a need for an entire series of conferences for each handicapped individual for whom the adapted program is made available. These include an initial conference between parents, doctor, student and instructor to outline the nature of the divergency and the recommended participation activity; guidance conferences between student and instructor; progress conferences between parents, student, doctor and instructor; and perhaps a series of interpretation conferences between student and instructor. In this last category, for instance, a coach might do much to enhance the welfare of a handicapped boy by giving him encouragment, urging him to make the most of his ability and allowing him to serve in the role of team manager or score keeper in instances where active participation is impossible.

Once arranged it is evident that administrative problems for the adapted program in the elementary school will become a routine part of the normal administrative schedule.

Some Thoughts

The less one has to do, the less time one finds to do it in.

Broadminded: when both sides of an argument make you laugh.

Not failure, but low aim is the crime.

The supreme test of good manners is to put up with bad ones pleasantly.

Good sense: spending less for things you don't need to impress people you don't like.

The only substitute for work is a miracle and there ain't none.

Habits form character and character, destiny.

—Unknown

A Gap in the Elementary School Testing Program

T. M. Scott

RECENTLY I HEARD a panel discussion at a P-T-A meeting. Four people—a clinical psychologist, an elementary school principal, and two persons from the county testing program, discussed current testing procedures. Mimeographed material was passed out showing which tests are used, at what age and grade, and the discussion centered around the selection and use of these tests at various elementary and junior high school grade levels. It was generally agreed that testing the intellectual, academic, social, emotional, and vocational aspects of the individual is valuable. But I was shocked to realize that no consideration had been given to testing the physical or physiological potential of the child at these grade levels.

We accept the fact that it is worthwhile to know what we can expect the child to learn, and at what rate; what academic skills he has already achieved; what his vocational aptitudes and interests are; and in some cases what his social competence and emotional stability may be, compared to others his age. Yet how can these areas of potential and achievement, so clearly interrelated insofar as the functional capacity of the individual is concerned, be clearly divided, and the physical or physiological aspects be ignored?

Looking back at our progress in measuring potential and evaluating achievement, it seems strange that the area of "organic vigor," which is one of the cardinal objectives of education, has been so neglected by the very people who claim to be interested in "the whole child." Perhaps the testing authorities are unaware that measures do exist by which we could assess the physical aspects of the child. Perhaps the leaders of elementary school physical education have hesitated too long in seeking the initiative to show the value of diagnostic and achievement tests. Use of these tests would give valuable information concerning the child at a stage of development when some worthwhile steps could be taken to improve the physical aspects of his total growth pattern.

Children are driven to the front door of the school and picked up there at the end of the school day. They sit motionless in front of television sets. Some of the space which used to be available for vigorous play is now occupied by temporary classroom buildings. Even riding a bicycle has become an increasingly hazardous activity, with more and higher powered automobiles on every road and street. Additionally, we are now becoming a nation of overweight people, eating more and moving about less, thus laying the groundwork early for the nation's number one killer, heart disease.

In some cases children are already being tested in an attempt to find out simply whether they are weak or strong. But these cases are few, being left solely to an interested person or as an indirect outcome of a physical examination. Even in these few cases, this information is not integrated with other facts which lead to guiding and counseling pupils in areas of their weaknesses. If it may be assumed that the total growth potential of the child is important, and that we should know as much as we possibly can about him, then it must become the responsibility of the school to include testing the physical or physiological potential of the child and making it a part of his total growth record.

At present, in most elementary schools, and in some junior high schools, the physical activities are planned and supervised by classroom teachers, and not by trained physical educators. This should not preclude the possibility of administering simple batteries of tests by people already trained in testing, who are responsible for planning and administering the overall testing program. These people use the test results for general guidance purposes only. They are not necessarily familiar with the specialized procedures which may be used to correct deficiencies or deviations found as a result of the tests which they administer. This is done, in fact, by people trained in specialized areas; the teacher of the accelerated classroom, the remedial reading teacher, the clinical psychologist, the retarded group teacher, and the vocational guidance resource person.

It is as important to determine which child is physically weak, and may need help in maintaining sufficient strength to carry him through the school day, as it is to measure the other qualities. The trend now seems to be to turn out as many nuclear physicists and biochemists as possible, in the shortest time possible. But to what advantage, if they do not have enough organic vigor to carry them through the work day? With the added burdens of achievement which we have placed on the child, it appears that some instrument of motivation should be used to make him and his parents aware of possible weaknesses in his physical make-up. Research and investigation has shown that if man does not use his body in dynamic activity and movement, he may regress from a robust, highly functional organism to an inefficient, poorly functioning one.

If physical activity is construed to be a worthwhile educational endeavor, then physical tests and test results should also be evaluated to give a picture of the child as a total individual.

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, Ripon College, Ripon, Wisconsin.

Techniques For Extending Progress In Tumbling

THERE ARE MANY problems connected with the teaching of tumbling. Though tumbling is taught starting at the elementary school level and again at many successive grade levels through high school the amount of skill achieved is not commensurate with the amount of time spent on instruction or in practice. Typical problems in teaching elementary tumbling stunts are: (1) there are few elementary tumbling stunts and a plateau in learning is reached quickly, (2) the children do not possess enough speed and strength to learn many of the common stunts, and (3) the children are not strongly motivated to persevere when the rate of learning is slow. These problems are difficult but by no means insoluble.

Extending the Teaching Sequence

Progress in learning the very simple tumbling stunts is quite rapid with a characteristic barrier reached approximately at the point where the cartwheel is presented. Even with competent instruction progress is slowed in learning stunts more difficult than the cartwheel.

It is possible to extend the sequence of elementary tumbling by including simple individual stunts and forming many combinations of stunts and tumbling skills. The one-half jump turn, full jump turn, straddle jump and other stunts of this sort can be combined with elementary tumbling stunts with good effect. It can be argued that this procedure overlaps with free exercise or is in fact a disguised form of free exercise. No defense will be offered against the charge because it is an academic point. More important is the fact that this teaching technique is effective in developing skill in tumbling and offers increased difficulty of performance without adding more difficult individual tumbling stunts. Further, it requires considerable concentration for elementary school children to do three or more movements in fairly rapid succession and affords an interesting challenge. And if an informal technique is appropriate each student could put together his own routine occasionally.

Some possible simple tumbling routines are:

1. Forward roll, jump one-half turn, back roll.
2. Forward roll, forward roll, dive roll.
3. Forward roll, dive roll, forward roll.
4. Dive roll, forward roll, dive roll.
5. Dive roll, jump one-half turn, back roll.
6. Dive roll, jump one-half turn, back roll, dive roll.
7. Forward roll, jump full turn, forward roll.
8. Forward roll, jump full turn, dive roll.
9. Dive roll, jump full turn, dive roll.
10. Back roll, jump one-half turn, dive roll, back roll.
11. Back roll, jump full turn, back roll, dive roll.
12. Straddle jump, dive roll, jump full turn, back roll.
13. Straddle jump, forward roll, dive roll, back roll, jump full turn, back roll, dive roll.
14. Straddle jump, dive roll, straddle jump, dive roll, back roll.
15. Jump full turn, dive roll, jump full turn, back roll, dive roll.

These routines were not necessarily presented in the order of relative difficulty but should serve to illustrate the myriad possible combinations. If the back roll extension, back roll from straddle to straddle and other basic tumbling stunts were included there would be many more possible combinations.

Any one of several patterns of movements may be used in combining stunts into routines. All the stunts could be forward, all the stunts could be backward, several stunts forward could be followed by one or more backward, several stunts backward could be followed by one or more forward, or forward and backward stunts could be mixed in various alternating combinations. Regardless of the pattern the stunts should be combined in a way that will provide a smooth routine that can be done without going off either end of the line of mats being used.

Three points of caution must be observed when using the sequence-extending technique described above. First, the proper form for doing the individual stunts should not be sacrificed but should be improved when the combinations are done. Correct timing, good control and slow rhythm in moving from one stunt to the next will help maintain emphasis on form. Second, many possible combinations are so similar that they are unchallenging. Thoughtful selection of routines will prevent unnecessarily repetitious practice. Third, the instructor can over-emphasize the combination of simple stunts and fail to press onward to more difficult stunts even though the students might be ready for more advanced work. It is reasonable and possible to work on new stunts and to perfect stunts previously learned, in the same class period.

Dealing with Strength Needs

A stumbling block in learning tumbling stunts might be lack of strength particularly in the arms and shoulder girdle. Strength needs should be anticipated and exercises or other strength developing activities included in the physical education program before tumbling is presented. If strengthening exercises are included in the class presentation with tumbling they could be done at the close of the period so fatigue would not interfere with learning.

There is another aspect of the strength problem that is frequently missed by the instructor. Children need to know what it feels like to be supported by or to put considerable pressure on their arms. They need the confidence that comes from practicing simple movements or skills requiring arm support. It frequently happens that the child actually has strength to support himself in the inverted position but because of unfamiliarity with the feeling of being in this position he gives the appearance of having inadequate strength.

There are many activities that will promote strength and produce confidence in one's ability to be supported by one's arms. Stunts such as the Dog Walk, Crab Walk, Inch Worm, Wheelbarrow, Mule Kick and Reverse Push-Up are excellent for the purposes noted above. The Squat Balance, Head Stand and Hand Stand are also of considerable value in working toward readiness for tumbling.

Developing Perseverance

A disturbingly common characteristic of children in a physical education class is the lack of perseverance. It seems if a child can not do a stunt or skill the first few times he tries it he often loses confidence and stops trying. The instructor must instill in the child a strong desire to succeed and to overcome any obstacles that might be barriers to success. This does not imply that a child should be pushed or harassed to do things he is not physically ready to do or capable of doing. Such measures are not needed. Children can quickly grasp the thrill of achievement and the sense of accomplishment which are strong preventions to being satisfied with mediocre achievement.

A task of the teacher is to make every effort to facilitate the learning process and to sustain a high level of interest. He should be aware of and discourage attempts to substitute clowning for serious work. Working hard to achieve a worthwhile goal is not distasteful to the child and can be enjoyable.

Finally it must be remembered that the teacher who has a good background and continues to enhance his knowledge of tumbling will be increasingly more able to assist the child to greater accomplishments.

CHUCKLES

The shipwrecked sailor had spent nearly three years on a desert island and one morning was overjoyed to see a ship in the bay and a boat putting off for the shore.

As the boat grounded on the beach an officer threw the sailor a bundle of newspapers.

"The captain's compliments," said the officer, "and will you please read through these and then let him know whether you still wish to be rescued."

—The Lincoln.

"What's your cat's name?" Dolly asked her playmate.

"Ben Hur," replied the playmate.

"What a funny name for a cat. Is he a racer?"

"No," responded the playmate. "We called the cat Ben before he had kittens."

You can find plenty of people who know all the answers—it's the questions that confuse them.

—Carrier Bulletin.

Edited by C. O. Jackson

Reminiscences from Belgium

Margaret P. Duggar

THE SCHOOLS OF Belgium were of interest to us as they presented many contrasts to ours principally in some of the subject-matter chosen and because of the very strong centralized control from Brussels. In the area of physical education the conduct of the classes is outlined in the central office with an inspectrice for each area who travels from school to school to observe and comment upon the teachers. (I understand that there are inspectors for the boys, but I did not have an opportunity to observe in their schools. There is virtually no co-education in Belgium below the university level.) When I visited with an inspectrice, she was handed the lesson plans for the class before each period and wrote out her comments, rather as we do with student teachers. One of the teachers told me that it was of the utmost importance to convince the inspectrice if one wanted to experiment with new material or methods.

A certain formality of manner — of standing quietly and listening when spoken to, of curtsying and shaking hands when greeting or saying thanks to an adult—was the accepted pattern of behavior throughout the schools. During our year in Bruges my fourth-grade daughter attended the local public school where she was made most welcome by both students and teachers. It was several months back in this country again before she lost the habit of the charming little curtsy, and became accustomed to the greater noise and seeming confusion of school in this country.

From first grade through high school, gymnastic classes are being held either two or three times a week for about 45-minute periods. All but the youngest children change from school clothes into shorts and gym shoes. The classes are taught by the regular classroom teacher except in the larger schools where special teachers are employed for the older children.

Stall Bar Exercise

The central office demands that for all students from 8-years-old up the lesson plan must be:

I. "Warm-ups"
   1. bring the class to attention and into places.
   2. leg exercise
   3. arm exercise
   4. passive activity for head and neck
   5. two exercises for the torso
   6. another (different) leg exercise

II. The lesson proper
   1. two "corrective" exercises for spine
   2. two balance exercises, one on the floor and one using the beam
   3. beam and/or ladder hanging exercises
   4. two exercises putting the weight on the arms, one on the floor and one on the beam
   5. an exercise for the abdominal muscles
   6. running and leaping (folk dance steps may be used)
   7. exercises for the back
   8. playtime," a simple game-like activity or play with balls
   9. an exercise using lateral bending and twisting
   10. two jumping exercises, one with and one without apparatus

III. A quieting breathing exercise and dismissal

as needed. Apparatus and floor exercises alternate as needed. Apparatus and floor exercises alternate throughout the lesson so that, added to the above, is the activity of moving from one formation to another and of setting up and removing apparatus.

(Mrs. Duggar lived in Bruges, Belgium during the year '58-'59. Bruges is a town once famous as a medieval trading center located in the north-western, or Flemish-speaking, part of Belgium.) She is at Stanford University.

Balance Beam

While the teacher gave directions for the next exercise no student moved or spoke. On command the action was begun and when completed everyone stood perfectly still at attention to listen to the next direction. I never saw the students walk to a new formation. They always ran. The only talking between the students during class was the few words which were sometimes necessary when cooperating on lifting and placing apparatus.

Despite this very great efficiency, it seemed to me that the classes had to move too rapidly from one activity to the next in order to accomplish the entire prescribed list in the alloted time. While a broad variety of vigorous exercise involving all parts of the body was accomplished, there seemed to be little progression within the lesson as we generally stress it. Of course within the frame-work set, a progression can be built from day to day through increasing the difficulty of the exercises given.

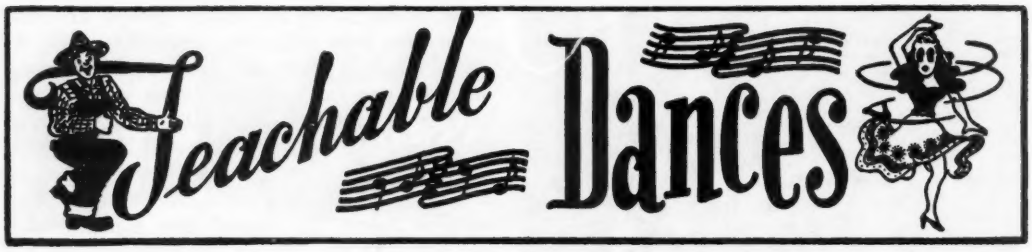
The gymnasiums I saw were not marked or equipped as are ours for games but were amply supplied with apparatus. A useful piece of equipment was a reversable bench which could become a low balance beam and had hooks on the end to make an inclined plane when attached to an angle to the stall bars. The balance beams I observed were attached to the wall on one end and to a post, which could be pulled out from the wall on an overhead trolley, on the other end. The beams could be set at any height and were flat on one edge for balance exercises and rounded on the other for hanging exercises. Two beams could be set one above the other so that exercises similar to those on the uneven parallel bars could be performed. All of the equipment was used in a wide variety of ways to demand strength, balance, agility and daring.

To the eyes of an American, considerable gymnastic ability was displayed by all the older girls, particularly when one considered that these were public school classes, not selected groups. The foundations for these skills were most charmingly displayed in a first grade class I was fortunate enough to visit. Here the gymnastic lesson was tied to a fairy story such as "Cinderella". As "Cinderella" they climbed to the top of the stall bars to "dust" the walls. (The teacher, noting those who hesitated to climb so high quietly stood near with a hand out ready to help.) As 'horses" they galloped off to the ball. As the "Prince" they hunted for Cinderella, climbing up and jumping off benches.

Games and, in some places, swimming are taught as special afternoon activities quite apart from and in addition to the gymnastic lessons. The teacher of my daughter's class also taught a number of old singing games from Flanders, Holland, and France. When I exclaimed in delight on the clarity and beauty maintained in the singing despite the considerable activity being done concurrently, my daughter said, "The singing teacher makes us sing each note by ourselves exactly right."

Soccer in Bruges

The classes as I observed them in Belgium seemed to stress complete exercise of all parts of the body in a business-like atmosphere of quiet efficiency, precision, orderliness, and attention-to-detail. This should by no means be interpreted to mean that any of the teachers' manners were unpleasantly dictatorial or that the atmosphere was gloomy. The children were attentive and alert and there was simply no confusion or time spent in waiting for quiet or to get into new formations. On the other hand, some of our values seemed to be largely ignored. However, as I watched the Belgian classes and then returned to see our own with new eyes, I wondered if we could not acquire a way to assure our children more vigorous physical activity and developmental exercise without sacrificing their individual freedom, specialized game skills, or cooperative team-work.



Edited by Cecil C. Franklin

Anyone interested in contributing square, round, and folk dances should get in touch with C. C. Franklin, Men's Gymnasium, Southern Illinois University, Carbondale.

Ed Durlacher is a national authority in the area of square dancing and his articles and records have had a profound influence in the field.

Square Dance----An Aid to Physical Fitness

Ed Durlacher

The pendulum has indeed swung back. Once again, and this time in thunderous cry, has come the clarion call for better physical fitness for the youth of our great country. Even prior to the recent change of national administrations, the then president-elect, President John F. Kennedy, recognized a definite need for stepping up the program to accomplish this vital goal.

In total physical fitness, the end result can be accomplished much more rapidly when the boy or girl has mastered rhythm of self-movement. In the primary grades, certain skills of creative actions and locomotion are taught to expand the child's ability to move with ease and certainty. We know this as basic rhythm. At the elementary level, grades four through six, students should be exposed to further skills through continuing rhythm activities involving definite rhythmic movements. One of the most enjoyable and yet effective rhythmic movements is square dancing.

Once good basic rhythm has been attained, square dancing is a natural follow-up to develop good posture and carriage, plus a certain measure of musculature.

Through square dancing, as in other forms of group dancing, students develop not only the aforementioned skills, but just as important in carry over value; poise, deportment, cooperation, ability to follow directions, good grooming and personal cleanliness (especially on the part of the boy). They also develop the capacity to socialize with each other in a truer sense of sympathy and understanding. This of course, is one of the most important developments in the total education of the student.

Today through use of instructions recordings listed below, it is not necessary for the physical educator, classroom teacher or music teacher to have a definite knowledge of how to teach this activity. Of course it would be better if they did. However, all that is necessary through use of these material aids, is for the instructor to have the class follow the simple, progressive "talk-through — walk-through" instructions and then dance to the calls that immediately follow. Each side, in easy progression, teaches either a new figure or a combination of figures previously taught. The instructions are so easy to follow it is advisable for the instructor to allow the students to learn on their own.

Square dancing can indeed be a major stepping stone to the complete attainment of a well rounded physical fitness program.

HONOR YOUR PARTNER RECORDS
Square Dance Associates, Inc., Freeport, N.Y.
SQUARE DANCING
A Complete Course
For Primary Grade Through Adult Group
Presented in easy progressive steps for complete ease of learning. Ed Durlacher's famous simplified system of teaching makes learning the square dance a real pleasure.
Records consist of clear, concise, oral, talk-through . . . walk-through instructions followed by the entire dance with calls.

ALBUM 1
Side 1: SUSANNA Circle Dance Instructing Partners, Do-Si-Do, Swing and Promenade. Side 2: FORMATION of a SET and HEADS and SIDE DANCE. Side 3: HONOLULU BABY, Instructing one person visiting each other Couple in the set. Side 4: DO-SI-DO and SWING, Instructing

one Couple visiting each other Couple in the set. Side 5: AROUND THE OUTSIDE and SWING, an Exchange Partner Dance. Side 6: TWO HEAD LADIES CROSS OVER, an Exchange Partner dance.

Note: The above dances do not include Allemande Left or Grand Right and Left. Each dance is in easy progression to teach the basic fundamental figures WITHOUT confusion.

ALBUM 2

Side 1: YANKEE DOODLE, Instructing Right Hand Star, Back by the Left, Swing the Girl Behind You and then Your Own Plus Grand Right and Left. Side 2: SWEET ALICE WALTZ QUADRILLE, Instructing Allemande Left and Allemande Right. Side 3: DUCK FOR THE OYSTER, Instructing Arch and Dive and combining Allemande Left with Grand Right and Left. Side 4: LADIES CHAIN, Instructing the Two Ladies Chain. Side 5: DARLING NELLIE GRAY, Instructing Right and Left and Back. Side 6: PUSH HER AWAY, Instructing the balance and all Gents in action at one time.

ALBUM 3

Side 1: LOCH LOMOND, Instructing Balance with Turn and a Chorus with all Couples active at one time. Side 2: LADIES GRAND CHAIN WALTZ QUADRILLE, Instructing the Four Ladies Chain. Side 3: TEXAS STAR, Instructing the entire set in action at one time. Side 4: LEFT HAND LADY PASS UNDER, Instructing the Left Hand Lady Under and Right Hand Lady Over. Side 5: MY LITTLE GIRL, Instructing All Around Your Left Hand Lady—See Saw Your Pretty Little Taw. Side 6: THE BASKET, Instructing two, three and four Couple Basket formation.

ALBUM 4

Side 1: FORWARD UP FOUR, SIX AND EIGHT. Western Chasse (sashay) Dance. Side 2: THE VIRGINIA REEL, America's favorite. Instructed and called so that each and every set on the floor will be in perfect alignment at all times. Side 3: LADY WALPOLE'S REEL (Instruction side). Popular New England Contra Dance. Side 4: LADY WALPOLE'S REEL (Continued). Side 5: THE GRANGE HALL. A Progressive Circle Dance. Couples advancing to meet new couples after each series of figures. Side 6: HONOR YOUR PARTNER, Ed Durlacher's newest combination of figures that take you from the square set to the reel formation and back to the square. A real "dressed-up" dance for your dancer's supreme enjoyment.

Square Dances—Music and Calls
Colorful Figures—All Ages

ALBUM 8

(Without Oral Instructions)

An album of the country's eight most popular square dances. Calls by Ed Durlacher. Music by The Top Hands. UPTOWN AND DOWNTOWN, RED RIVER VALLEY, PORTLAND FANCY, BACHELOR SHACK, S T A N D A R D WALTZ QUADRILLE, MY LITTLE GIRL, NELLIE BLY, TEXAS STAR.

ALBUM 18 Square Dances with instructions and calls made up of figures taught in Albums 1 and 2 will be released in October.

PROPOSED CREED

As a member of the Oregon Association for Health, Physical Education and Recreation, I believe that;

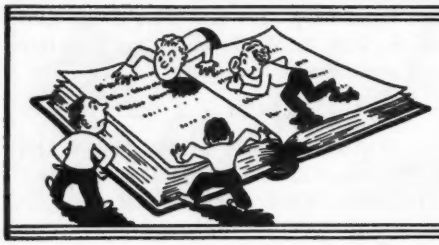
I owe it to my community, my students, and others with whom I come in contact to strive continually to improve myself, personally and professionally;

I have been granted a sacred trust in being permitted to work with people and I must recognize the personal worth and potential ability of each individual;

My colleagues are making vital contributions to my profession and deserve my active cooperation, friendship and respect;

It is my duty to seek to improve conditions within my own field and that, in doing so, I must observe the standards of conduct of my profession;

My relations with the public must always be such as to earn its respect for, and confidence in, the ideals and purposes of health, education, physical education, and recreation.



BOOK Reviews

Edited by K. W. Bookwalter

ANTONACCI, ROBERT J., AND BARR, JENE, *Basketball for Young Champions,* New York, Whittlesey House, McGraw-Hill Book Company, Inc., 1960. 160 pp. $2.95

This attractive format and readable type coupled with line drawings of action and activities should make this book quite appealing to junior high school and senior high school age youngsters.

A brief history of the game of basketball, a description of the game today, foot work, guarding dribbling, shooting, passing, catching, simple strategy, scoring, determining records, and possible nonplayer uses of the knowledges included constitute the contents of the book.

Explanations are well adapted to the age group. Hints and helps for girls are also included.

There are companion texts on baseball and football by the same authors.

KARL W. BOOKWALTER

Athletic Institute and American Association for Health, Physical Education, and Recreation, *Equipment and Supplies for Athletics, Physical Education and Recreation,* Chicago 54, 1960. 97 pp. $2.50

Participants in the National Conference, by these two organizations, have produced this much needed source. It is a cooperative project by specialists in physical activities, recreation, school administrators, coaches, purchasing agents, manufacturers and others.

Subjects covered include significance and basic principles, selection-types and quantity, budgeting, procurement, accountability, maintenance. Standards for items according to participants and age level are set up alphabetically by sports.

This is a valuable source for anyone concerned with equipment and supplies.

KARL W. BOOKWALTER

BARROW, HAROLD M., AND MCGEE, ROSEMARY, for The N.C.A.H.P.E.R., *North Caroline Fitness Test.* Raleigh, North Carolina State Department of Public Instruction, 1961. 31 pp. (cost not given)

This test exemplifies what research can be done by cooperative effort at the state level. Norms have been set up for ages nine through seventeen for boys and for girls, based upon 9,336 cases about equally divided as to sex. The age groups are represented by at least 168 seventeen-year-old boys and ranged to 910 fourteen-year-old girls.

The five items included are sit-ups, side stepping, broad jump, pull-ups (modified for girls), and squat thrusts. Administrative procedures are suggested for best results. The items can be given indoors or outdoors. Verbal and graphic descriptions of each event are provided. Percentile norms are provided for each age and sex group, eighteen norms in all. A suggested individual score card with a profile for interpretation on the obverse side is shown.

Although the bases for the selection of items appear to have been empirical the items do meet most criteria rather well. If the North Carolina norms do not suit other states or communities, local norms could be similarly determined.

KARL W. BOOKWALTER

CROGEN, CORINNE, *Golf Fundamentals for Students and Teachers,* Palo Alto, California, N-P Publications, 1960, 79 pp. $2.50

This text supplements class golf instruction. It covers Introductory materials, Techniques for the novice golfer, Playing the game, Techniques for the experienced golfer, Hints for the Sunday golfer, and in the appendix are included a personal golfing record, personal check lists for address and scoring, and tests of golf knowledge.

The beginner will find this a source on needed terms, techniques and customs. Clear and correct pictures of recommended practices are very helpful, as is the rest of the book.

KARL W. BOOKWALTER

DAVIS, E. C., AND WALLIS, E. L., *Toward Better Teaching in Physical Education,* Englewood Cliffs, New Jersey; Prentice-Hall, Inc., 1961, 487 pp., $9.00

In this revision of *Successful Teaching in Physical Education,* each unit has been enlarged to cope with new methods, better equipment, and larger programs. Major additions include sections on "The Student's Values," "Securing a Position," and "Pub-

lic Relations for the Physical Education Teacher."

Many practical as well as theoretical problems are effectively discussed with respect to the philosophical, psychological, sociological, and educational principles which comprise the backbone of teaching. In reading this book, one will obtain a clearer vision of the real purpose in teaching physical education.

While this book is basically designed as a text for the preparation of physical education teachers, it should also be of great value to the person already established in the profession. At the end of each chapter, sample test items have been constructed, including both discussion type and objective. Chapter bibliographies have been revised and brought up to date.

ROBERT VITZ

DAYTON, O. WILLIAM, *Athletic Training and Conditioning,* New York, The Ronald Press Company, 1960. 390 pp. $6.00

The contents of this text include general training considerations and specific injuries of body areas. Under the general head are included chapters on: the trainer and his duties, physical examination and medical coverage, diet in athletics, physical conditioning, common problems in training, types of athletic injuries, and physical therapy.

The body areas treated include head and neck, trunk and back, shoulder, arm, elbow, wrist and hand, upper and lower leg, knee, ankle and foot.

Good line and shaded drawings accompany many treatment descriptions which aid materially in clarity.

KARL W. BOOKWALTER

DONNELLY, RICHARD J., HELMS, WILLIAM G. AND MITCHELL, ELMER D., *Active Games and Contests,* New York, The Ronald Press Company, 1958. 672 pp. $6.50

This book planned for play directors in school, camp, community, industry, and theory, contains nearly 2,000 different games, contests, and special events.

A systematic classification including contests between individuals; contests between groups; games resembling contests; goal, tag, and combat games; team games, and water and winter games.

Lead up games to particular sports are indicated with chapters on games of the following types: basketball, baseball, tennis, football, hockey, and soccer.

A complete index enables one to locate quickly a desired activity.

KARL W. BOOKWALTER

HAARLOW, BILL, *Basketball Officiating,* New York, The Ronald Press Company, 1960. 92 pp. $2.95

The book is a rather brief treatment of officiating aspects considered important by the author. About 36 pages of pictures and diagrams contribute some clarity to the remaining content.

Major aspects covered include: What is officiating?, an official's qualifications, before the game, court techniques, who fouled whom?, violations without contact, signals—so they'll know, coordinating the officiating team, let's get started.

KARL W. BOOKWALTER

JOHNSON, WARREN R., *Science and Medicine of Exercise and Sports,* New York, Harper and Brothers, 1960, 774 pp., $12.00.

This is a long needed synthesis of pertinent research and information on the field of exercise and sports. Forty-two leading persons in medicine, psychology, physiology, and physical education have contributed to chapters. The book should be of paramount interest to all persons in our profession and of special pertinence to anyone undertaking research in any of these related areas. This book has twofold value; it brings together in one volume much formerly scattered material and at the same time, it becomes a jumping off point for further research by pointing out the inadequacy of our present knowledge and serving as a guide toward needed areas of research.

The book is divided into six units: "Structural and Mechanical Aspects of Exercise and Sports," "Physiological Aspects of Exercise and Sports," "Maturing and Aging in Relation to Exercise and Sports," "Psychological Aspects of Exercise and Sports," "Cultural and Historical Aspects of Sports and Physical Education," and "Therapeutic Aspects of Exercise and Sports." Each unit is then subdivided into various chapters as written by the contributors. Bibliographies found at the end of each chapter will be highly useful to the reader.

ROBERT C. VITZ

SALAK, JOHN S., *Dictionary of American Sports,* New York, Philosophical Library Inc., 1961, 491 pp. $10.00

This dictionary has over 6,000 terms covering 80 major organized games for the college and professional level and includes the colorful slang expressions commonly employed.

Participants, spectators, TV followers, reporters, and other interested persons can get a better understanding of the sports thru the use of this source.

KARL W. BOOKWALTER

"The man on the street must walk the straight and narrow if he wants to stay alive," Gilmer said. "Jaywalking is attempted suicide and too often it is more than a mere attempt. The 150-pound pedestrian will always be on the losing end of a bout with a 3,000-pound automobile."

Recent ARTICLES

Edited by K. W. Bookwalter

ABERNATHY, RUTH, "Implications for Physical Education in the Current Re-Examination of American Education," *Journal of Health, Physical Education, and Recreation,* 32; 1:19-20, January, 1961.

Education and physical education in particular have long been in a controversial spotlight. This controversy has centered around the kinds of education to be provided and who should do the providing. At present our field is undergoing a critical period of re-examination. Essential areas needing new evaluation are: 1) The primary focus of each of the fields of physical education, health, and recreation must be reviewed and to some extent redefined. Essential purposes must be clarified. 2) Professional preparation must look to breadth, depth, and specialization, in both the tradition of levels of application and in the discipline itself. 3) Need for selectivity and retention criteria in collegiate preparation. (4) Research directed towards resolving methods of instruction and the organization of learning experiences. 5) Curriculum development must be seen in added dimensions.

Now is no time to slump into past attitudes of indifference. Progress is essential more than ever before in the areas of human experience and the years in the immediate future will be exciting and rewarding ones for those who are willing to put forth the effort.

ROBERT VITZ

BONVECHIO, R. L., AND DUKELOW, D. A., M.D., "Responsibilities of School Physicians," *The Journal of School Health,* 31; 1:21-31, January, 1961.

The study was sponsored and developed at first by the "Committee on School Physician Responsibilities" of the American School Health Association.

Ninety-five responsibilities grouped into 11 areas were mailed to 907 Fellows of the Association and 80 school administrators. Usable returns were received from 514 respondees.

Eighty-one of the functions were rated "high" and "practical." Exemplary duties of highest rank in each are:

Coordination: Works closely with school nurse. *Prevention of Disease:* Assists and cooperates with school and public health officials. *Consultant:* Serves as medical consultant for the entire school health program. *Public Relations:* Belongs to and participates in medical organizations. *Emergency Care:* Assists in planning policies and proedures for emergency care. *Adapted Physical Education:* Encourages periodic medical examinations of handicapped pupils. *Administration:* Assists in developing school health policies. *Special Education Programs:* Assists in selection of physically handicapped pupils for special education programs. *In-Service Teacher Education:* Provides health information for teachers, nurses, and school administrators. *Immunizations:* Encourage parents to have their children immunized. *Health Appraisal:* Encourages pupils to have medical examinations.

There was reasonable correlation between medical and administrative judgments in each of the 11 areas.

ROBERT VITZ

DUNCAN, ROY A., AND CARRUTH, WINCIE ANNE, "Basic Issues," *Journal of Health, Physical Education, and Recreation,* 32; 1:6-8, January, 1961.

The issue in question this month is: "Should the school year be lengthened? If so, what effect would this have on the programs of health, physical education, and recreation?" Lengthening the school year would help to alleviate such conditions as lack of time and crowdedness but at the same time it poses many problems in the area of recreational opportunities and the disruption of family life. In attempting to shed some light on all phases of this problem, seven contributors discussed both sides of it.

George Werner in studying this question concluded that the all year program is not a practical solution to the school financial problem. However, it does offer an opportunity for physical education which we should heed. Through the after school, Saturday, and summer programs, children will have added time for using the skills and knowledge that they have learned.

A similar feeling is expressed by C. O. Jackson

in which he feels that today's students need a change-of-pace which the summer months provide. These summer hours also provide an opportunity to engage in and appreciate many worthwhile skills.

According to Jack George, schools must extend their year in order to stay abreast of world knowledge. Since our field is ideally suited for outdoor activities, we should be a leader in the extension of the school year into the summer months.

Mrs. Forrest Clark replies that a longer school term would disrupt family living and curtail many of our recreation activities. This in turn would eliminate one of our strongest motivations for physical education — preparation for healthful adult living.

Extension of the school program as a continuation of the routine regular school program would be a serious mistake, states Zollie Maynard. However, an extension for the purpose of broadening and enriching the educational experience of young people is the hope of the future.

The impact on public recreation is considered by Albert Colebank. He feels that an 11- or 12-month school year would shift recreation to a school responsibility in which case, there might be a decrease in the total over-all funds available for recreation.

Monty Esslinger states that the school would have to assume the functions of the public and agency recreation programs or completely eliminate such pleasures from the child's life. Children need time to "just grow" and to enjoy their environment. It is not the school's perogative to exclude this from our youth.

ROBERT VITZ

HARPER, MARION JR., "The New Conflict of Time and Money," *Recreation,* 54; 1:14-16, January, 1961.

The American people are proud of their freedom of choice. This range of choice is made possible through the combination of money and time, or, more properly, discretionary money and discretionary time. Time and money generally create opportunities for each other but in some cases they result in conflict.

The reduction of the work week with the corresponding increase in leisure time suggests several propositions that should be considered with respect to this conflict: 1) Average leisure time increases from year to year as by-product of our gains in productivity. 2) Gains in discretionary time create pressure for more discretionary time. 3) Leisure time is not simply an attribute of modern life—it is a pervasive force in shaping it. 4) Time and money come into conflict when there is too little of one to make satisfactory use of the other. 5) There is an optimum balance between time and money for specific product categories. 6) We are far more adept in counting money than in counting the blessings of leisure. 7) As well as discretionary dollars, the object of business competition more and more will be discretionary time.

Leisure time is more than just time for consuming what we produce. It is a time for humanity to see, think, create, and discover. In order to use this new freedom properly, we may need the services of a specialist—a blend of economists and sociologists, poets and philosophers—to study leisure time and its proper use.

ROBERT VITZ

KENNEDY, JOHN F., "The Soft American", *Sports Illustrated,* December 26, 1960, 13; 26:15-17

Physical fitness has played an important part in the great nations of the past and this importance is largely being disregarded in the United States today. Recent studies have shown that despite our high standards of living, American youth lag far behind their European counterparts in physical fitness.

This present growing softness has become a menace to our security with respect to both peace and war. Fitness of the body is essential to fitness of the mind and the two together determine our growth capacity as a nation.

Four goals of national program are proposed. First, the establishment of a White House Committee on Health and Fitness. Second, youth fitness should be a direct responsibility of the Department of Health, Education, and Welfare. Third, the governors of each state will be invited to attend an annual National Youth Fitness Congress. Fourth, all departments of the government must make it understood that promotion of physical fitness is a basic and continual policy of the United States.

However, the government cannot control the actions of the people and for this reason, the entire population must assume this responsibility of physical well-being if the nation is to retain its vitality.

ROBERT VITZ

LIPPMAN, WALTER, "Leadership and Education," *N.E.A. Journal,* 49, 8:9, November, 1960

We are at the beginning of a new political generation — younger men than in the past. It is important that these leaders see the educational needs in terms of the 1960's and to meet them decisively. Education is second only to National defense. If we can combine mass education with education for quality, we will revive the American purpose and achieve our real spiritual purpose.

CAROLYN BOOKWALTER

"They say brunettes have sweeter dispositions than redheads."

"That's a lot of hooey. My wife's been both and I can't see any difference."

Noteworthy People in the Profession

MINNIE L. LYNN was born in Winburne, Pennsylvania on February 11, 1902. She received the A.B. degree from Oberlin College in 1928, the M.S. degree from Pennsylvania State College in 1937, and the Ph.D. degree from the University of Pittsburgh in 1944.

Her experience has been varied. She has served as director of playgrounds, instructor and director of girls health and physical education in high schools, instructor at Pennsylvania State College, instructor and later professor and director of teacher education for women at the University of Pittsburgh, and director of summer Graduate Health Education workshops. Visiting Professor, University of Southern California and University of Washington. She is presently director of Bouve-Boston School of Physical Education and Physical Therapy.

She has served as chairman of many committees for state, district and national associations. She has also served as president of the American Association for Health, Physical Education, and Recreation and also of the Eastern District AAHPER. She is the author of a number of articles and pamphlets.

Her honors include the honor award from the Pennsylvania Association for Health, Physical Education and Recreation and from the American Association for Health, Physical Education and Recreation, and Eastern District AAHPER. She was one of three women among 23 alumni awarded distinguished alumni citation by Oberlin College. She is listed in *Who's Who in the East, Who's Who in American Women, Who's Who in American Education (1961)* and *Who's Who in America* (1961).

MINNIE L. LYNN

RAYMOND A. WEISS

RAYMOND A. WEISS was born in Cleveland, Ohio, on October 22, 1916. He received the B.S. degree from the University of Illinois in 1940, the M.Ed. degree from Springfield College in 1946, and the Ph.D. degree from New York University in 1949.

He has taught at Cortland State Teachers College and is at present Professor of Education, School of Education, New York University.

He has served as a member and as chairman for committees and sections at the national, district and state levels of the American Association for Health, Physical Education, and Recreation and the American College for Sports Medicine. He has served as vice-president of the New York State Association for Health, Physical Education, and Recreation and as president of the Research Council, AAHPER. Also, he has served as associate editor for the *Research Quarterly*, as a member of the Steering Committee for the revision of *Research Methods Applied to Health, Physical Education, and Recreation*, and as chairman of the Steering Committee for the May 1960 *Research Quarterly* Supplement, "Contributions of Physical Activity to Human Well-Being." He is presently co-editor of the annual AAHPER publication, *Completed Research in Health, Physical Education and Recreation*.

He has published many articles and a number of books and manuals including co-authorship of *Administration of Tests in Physical Education*. He has conducted many unpublished studies.

He is a fellow of the American Academy of Physical Education and a member of Kappa Delta Pi. He is listed in *Who's Who in the East* and in *Who's Who in American Education*. He received the Honor Award from the American Association for Health, Physical Education, and Recreation in 1961.

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